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This register includes abstracts of 253 research studies in adult education which have been completed and reported since the first compilation. For each report the following information is given: author or institutional source; title and other identifying bibliographic data; abstract; place of publication or note on how to obtain the report. Categories used include adult education in foreign countries, participation studies, adult learning characteristics, program development processes, program evaluation, teaching methods and techniques, instructional materials and devices, adult education personnel, womens education, labor education, adult basic education, adult vocational education, institutional sponsors, and general bibliographies. There is an author index and numerous cross references. (eb)

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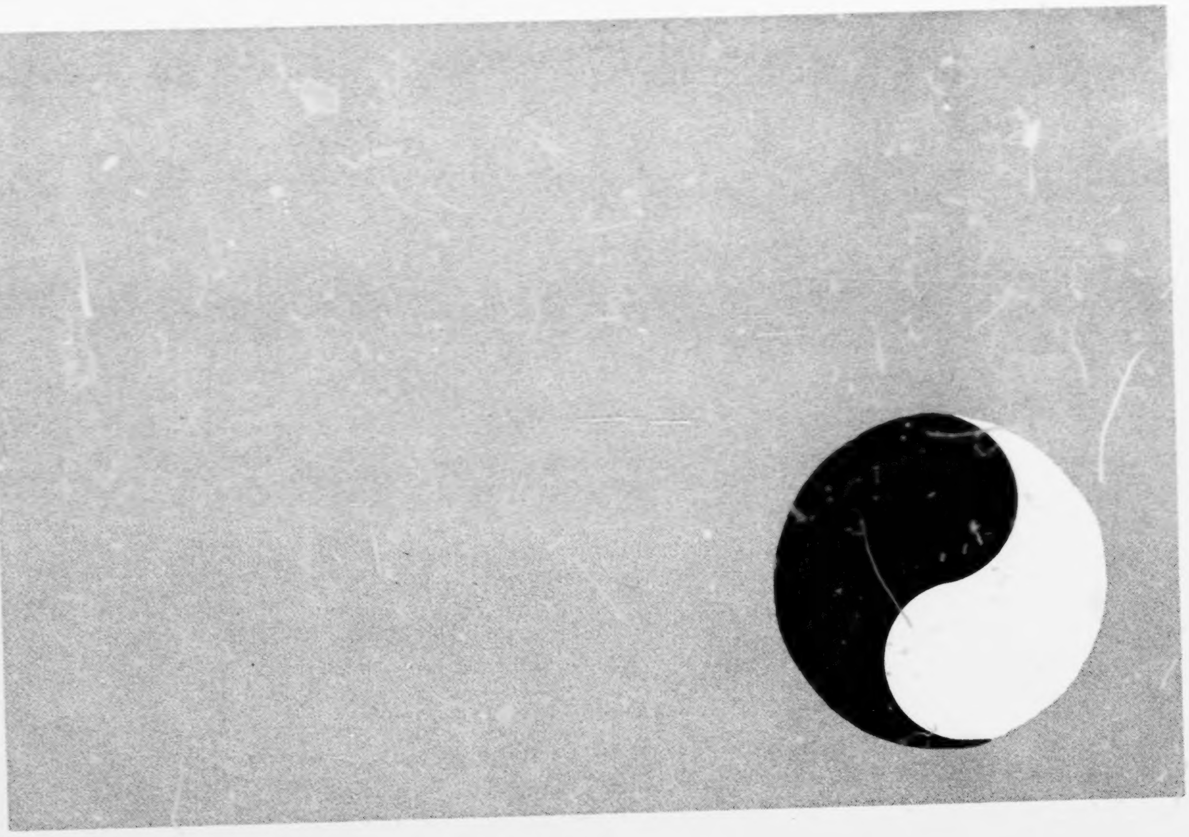

A REGISTER OF RESEARCH AND INVESTIGATION IN ADULT EDUCATION

1968

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ERIC

CLEARINGHOUSE ON ADULT EDUCATION

RESEARCH AND INVESTIGATIONS IN ADULT EDUCATION
1968 ANNUAL REGISTER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Roger DeCrow and Stanley Grabowski, Editors

ADULT EDUCATION ASSOCIATION OF THE U.S.A.

AC 002 975

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ADULT EDUCATION ASSOCIATION OF THE U.S.A.

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RESEARCH AND INVESTIGATIONS IN ADULT EDUCATION

The research register has again this year been compiled by the ERIC Clearinghouse on Adult Education (ERIC/AE) and is largely a by-product of the daily operation of the Clearinghouse. It continues the reporting of research studies, which began in 1955, in each Summer issue of *Adult Education*. This series has come to be known as "the annual research review" though it has never been a "review" at all; it is more accurately called a "register" and we suggest that in the future it be referred to as the "annual register of adult education research." Its purpose is to make known the research studies completed during the year with an abstract and note on availability. This is an instrumental first step, but only a first step, toward improved dissemination and use of adult education research.
We wish to thank the many researchers who have submitted copies of their studies. Some resumes, omitted because of publication deadlines, will be reported in the next compilation.

EXPLANATION OF THE REGISTER

The definition of adult education used by ERIC/AE is broad and inclusive; the Clearinghouse collection of literature from both published and unpublished sources is as nearly comprehensive as possible. The bulk of research being done now requires separate publication of the annual register. There are 253 abstracts of studies completed and reported since the last compilation included in this register. Documents have been included which are: (1) well-designed research with efforts to manipulate or control variables; (2) systematic data-collecting efforts; (3) historical and biographical studies; (4) significant research reviews or annotated bibliographies.

As its bulk grows, problems of organizing the register increase, for we can no longer expect the reader to browse through the entire register. Over the years, the categories used have been broad and rough, sometimes stabilized for several years, sometimes changing slightly each year. This year, also, we have simply evoked what seem like reasonably useful categories from the material at hand. We hope the table of contents, author index and extensive cross-references will make the studies accessible from many viewpoints. We have introduced some categories related to the common processes of adult education. Since these seldom seem to be studies directly, the entries are mostly cross-references to the examination of these processes in particular programs for particular audiences. Here are areas where analytical and synthetizing reviews are needed to pull together knowledge from disparate parts of the field which may be useful to us all.

For each report the following information is given: author or institutional source; title and other identifying bibliographic data; abstract; place of publication or note on how to obtain the report. "AC" and "ED" numbers have no subject significance; they are accession numbers, useful if you should need to correspond with ERIC/AE about any of the documents. Cross-references are given to individual item numbers as well as to sections.

ERIC SERVICES

The ERIC Clearinghouse on Adult Education is one of nineteen ERIC Clearinghouses, each serving a different part of the education profession. This network of decentralized information analysis centers is coordinated by the staff of Central

ERIC in the U.S. Office of Education; computer-based centralized processing is provided by the North American Rockwell Corporation; the National Cash Register Company operates the ERIC Document Reproduction Service (EDRS) which sells microfiche and hardcopy reproductions of many documents in the system.

The cooperation of other Clearinghouses, centralized acquisition by Central ERIC, arrangements with other information services (e.g., the Defense Documentation Center), and other network assistance, enable ERIC/AE to cover adult education literature more thoroughly than we could have dreamed a few years ago. Several entries in this register were produced by ERIC Clearinghouses; many studies listed here first entered ERIC from the Reading Clearinghouse at Indiana, the Vocational-Technical Clearinghouse at Ohio State, the Counseling Clearinghouse at Michigan and from others in the network. Many studies are available from the Federal Clearinghouse on Scientific and Technical Information.

Research in Education (RIE), The monthly catalog of abstracts of ERIC documents, is the fundamental ERIC service. It covers a wide range of educational literature and has author, subject and other indexes which are cumulated annually. Resumes of new research projects initiated with USOE funds appear in each issue. Since June, 1967, 850 documents on adult education have been submitted by ERIC/AE, and many others pertinent to our field have come from other Clearinghouses. *RIE* is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $11.00 per year ($13.75, foreign).

As many as 415 of the 850 ERIC/AE documents may be purchased in inexpensive microfiche or hardcopy from EDRS. Instructions for ordering appear in each issue of *RIE*.

In addition to these basic ERIC services, each Clearinghouse produces bibliographies, newsletters, literature reviews and other publications to encourage the development of information services throughout its field. A newsletter describing ERIC/AE and listing its publications is available free.

SCIENCE INFORMATION EXCHANGE

Information about research *in progress* may be obtained from the Science Information Exchange (SIE), a computer-based information service operated by the Smithsonian Institute. For twenty years SIE has provided this free service to the scientific research community and, in cooperation with ERIC, provides the same services to the educational research field. Resumes of research in progress come routinely to SIE from government agencies, foundations and other agencies which fund or initiate research. Reports of research in progress received by ERIC/AE are routinely forwarded to SIE. When you initiate a research project, please contact SIE or ERIC/AE for a resume form so that your work will be known to SIE users. SIE is prepared to serve adult education researchers who need to search its files for related projects. Send a clear and reasonably detailed description of your interest as the basis for their search. If they need further information or clarification, they will contact you. You may also request searchers by telephone. Address: Science Information Exchange, Smithsonian Institute, Madison National Bank Building, Suite 300, 1730 M Street, N.W., Washington, D.C. 20036. Telephone: (202 381-5511

AVAILABILITY OF REPORTS

Many of the studies listed in this research register are available from regular publication sources or in journals and periodicals. Please obtain these from their original sources or from your library.

Most Ph.D. dissertations and many Master's theses may be purchased from University Microfilms Library Services, Ann Arbor, Michigan 48106. They are announced in *Dissertation abstracts* or may be located by the Datrix service provided by University Microfilms. Universities which do not use the services of University Microfilms often sell reproductions themselves or make the work available to other libraries through inter-library loan.

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We welcome your suggestions on the research register or on any aspect of ERIC/AE work. Write or call: ERIC Clearinghouse on Adult Education, 107 Roney Lane, Syracuse, New York 13210. Telephone: (315) 476-5541, extension 3493.

I. HISTORY AND BIOGRAPHY

1. AC 001 376 ADAMANTIOS KORAIS, HIS CONTRIBUTIONS TO THE THEORY AND PRACTICE OF ADULT EDUCATION AS AN INSTRUMENT OF SOCIAL-CULTURAL CHANGE (D.Ed. thesis). Moissides, George L. Boston Univ. School of Education 67 206p.

ABSTRACT: The purpose of this dissertation was to search out and identify the contributions of Adamantios Korais to the theory and practice of adult education as an instrument of socio-cultural change. The method used was a study of the life and work of Korais. The conclusions were—(1) Korais conceived his efforts as educational, (2) he tackled the problem of communication through a philosophy of a modern Greek language that was truly common and literary and, at the same time, true to its ancestry, (3) his correspondence moved leaders and the common people, (4) he handled the problem of illiteracy, (5) he formed a band of disciples to carry out his ideas of reform, (6) he contributed to the field of education for democratic government, (7) he advocated the church as a leader in cultural change, as well as a periodic revision of the constitution, (8) he wanted adults to be allowed to attend class in the gymnasia together with regular students, and (9) he suggested officially financed further education abroad for students who undertake to return to serve their countries. Several appendixes included samples of his writings, correspondence, and a bibliography. (sg)

SEE ALSO: 129, education of women in France during the age of enlightenment; 194, British and German steel industries, 1860-1964; 222, Extension Division, University of Toronto, since 1920; 220, university adult education in New York City; 249, adult Jewish education; 248, American Institute of Sacred Literature, University of Chicago; 250, Adult Laboratory School of the American Baptist Convention; 226, Center for the Study of Liberal Education for Adults.

II. FOREIGN ADULT EDUCATION

A. Canada

SEE: 6, national enrollment survey; 7, adult education survey in Toronto; 30, survey of Pemberton Valley, British Columbia; 52, animation sociale among clergy in Quebec; 66, audience for TV course on English for beginners; 64, adoption of innovations by dairy farmers in British Columbia; 122, directory of graduate programs in adult education; 126, survey of university courses in adult education; 133, women in the labor force; 140, evaluation of management training program; 230, educational needs in southeast Alberta.

B. Latin America

2. AC 001 039 FARM PRACTICE ADOPTION AMONG CAMPESINOS IN TOMINA PROVINCE, BOLIVIA (M.S. thesis). Morato, Luis A. M. Cornell Univ., Ithaca, N.Y. Jun 67 166p.

ABSTRACT: This 1964 study sought primarily to determine the relative effectiveness of the extension agency in Tomina province, Bolivia, in promoting rural and community development. Related objectives were to assess awareness among local farmers of the agency and its recommended farm practices, interest in new farm practices, the extent of trial and adoption of recommended practices, the relative effectiveness of extension methods and effects of independent variables (age, literacy, tenancy, marital status, extension methods) on adoption. Respondents were 200 Quechua Indians, heads of families. Findings indicate that—(1) the agents are well known, especially in more accessible areas, (2) adoption was highest for livestock castration, control of house insects and sheep parasites, and use of chemical fertilizers, (3) over 40 percent considered the extension agent the best source of information and help, (4) interest was highest in sheep parasite control and in farm techniques used with potato and aji crops, (5) personal contacts with agents were positively related to greater adoption, (6) suitable methods, reinforced by repetition, are also conducive to adoption and (7) younger (ages 25-45), married, literate, post-Reform owners of farms were the highest adopters. Document includes the questionnaire, background matter, 32 tables and 34 references. (ly)

SEE ALSO: 14, Spanish language adult intelligence scale; 46, opinions of community development experts; 169, review of literacy and adult education research; 5, role of armed forces in education in Peru.

C. Europe

SEE: 38, dropouts in City Literary Institute, England; 1, Adamantios Korais' contribution to adult education in Greece; 26, relationship between feelings of powerlessness and learning in Sweden; 91, programmed instruction in British firm; 88, programmed instruction in British armed forces; 122, directory of graduate programs in adult education in Great Britain; 129, education of women in France during age of enlightenment; 137, training older workers; 194, relation of British and German steel industries to education; 209, research in electronics training in England; 203, industrial training research in Great Britain; 204, industrial training yearbook, Great Britain; 211, training cost analysis in British engineering; 196, register of industrial training research in Great Britain; 199, training research abstracts, Great Britain.

D. Africa

SEE: 46, community development; 49, role of AID in education for community development; 65, television clubs for women in Dakar.

E. Asia

3. AC 002 450 THE CHINESE GRADUATE STUDENT IN THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS AT THE UNIVERSITY OF WISCONSIN, HIS PERCEIVED ROLE IN RURAL DEVELOPMENT IN TAIWAN (M.S. thesis). Senner, Edward L. Wisconsin Univ., Madison. Dept. of Agricultural and Extension Educ. Jan 68.

ABSTRACT: This study was conducted to ascertain the needs of rural communities, and the role of the Chinese graduate student as a change agent in rural development in Taiwan, as perceived by the student himself. A total population of 37 Chinese graduate students provided data for the study. The general orientation of the students was toward research and specialist duties. Most of them did not consider working in rural development as a realistic alternative. Desire for "personal contact with people" rated very low when compared with other factors. The students identified needed improvements in such program areas as roads, schools, transportation, but these were based on what was being done rather than a "local participation" approach, and preferred the "expert" approach over the "mutualist" approach. Recommendations made included a suggestion that an education program be provided to orient the foreign trained researcher toward relating his expertise to the problems of rural development. (The document includes tables, appendixes, and a bibliography.) 128 pages. (author)

4. AC 002 449 GUIDELINES FOR EXTENSION WORK WITH THE FARMERS' ASSOCIATION IN WEST MALAYSIA (M.S. thesis). Hashim, Mohammad Y. B. Wisconsin Univ., Madison. Dept. of Agricultural and Extension Educ. Jan 68.

ABSTRACT: Guidelines were developed for extension agents working with farmers' associations in West Malaysia. The establishment of clearly defined objectives was suggested. Members' needs and interests, and the expected benefits for farmers were emphasized as essential for attaining maximum and effective involvement of members. Programs based on these factors should be realistic, meaningful and attractive to farmer-members in order to sustain their interest in the association. A democratic form of leadership was suggested, and the specific roles of the professional, elected, and lay leaders, respectively, were identified. Training for effective leadership was recommended. Continuous evaluation was emphasized as being necessary for organizational effectiveness. It was recommended that (among other things) extension workers should live up to their promises of extending material aides to farm groups since the nonfulfillment of promises was the cause of mistrust of farmers toward extension workers. 164 pages. (author)

SEE ALSO: 49, role of AID in education for community development; 59, survey of radio and TV in Asian countries.

F. Near East

5. AC 002 516 AN EXPLORATORY STUDY OF THE ROLE OF ARMED FORCES IN EDUCATION—IRAN, ISRAEL, PERU, AND TURKEY. Gates, David F. *Heymont, Irving. Research Analysis Corp., McLean, Va. AD-664-367 68.

ABSTRACT: An exploratory study was made of the educational programs of the armed forces of Iran, Israel, Peru, and Turkey based on public data available in the Washington, D.C., area. This study dealt primarily with programs designed to raise literacy and basic education levels, teach nonmilitary vocational skills, and further national identity. The armed forces educational programs in each country were examined with reference to other national manpower programs, the scope and methods of instruction, and their general social, economic, and political effects. On the basis of a comparative analysis, it was tentatively concluded that the armed forces in developing countries to represent a potentially effective medium for raising educational levels and skills and for furthering national identification and social integration. For maximum effectiveness, such programs must be coordinated with and integrated into the national development plans and must supplement the civilian educational system. Methods of instruction now in use also need further study. Future research needs were outlined. This document, AD-664-367, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151. Microfiche $.65, Xerox $3.00. 67 pages. (author/ly)

III. ENROLLMENT, PARTICIPATION STUDIES

6. AC 001 084 SURVEY OF ADULT EDUCATION (L'EDUCATION DES ADULTES), 1964-65 (Catalogue No. 81-207, annual) (Text in English and French). Canada Dominion Bureau of Statistics, Adult Education Section Jun 67 46p.

ABSTRACT: A total enrollment of 2,854,065 in Canadian adult education courses during 1964-65 was reported by such bodies as universities and colleges, federal and provincial departments and agencies, school boards, public libraries, teacher training institutions, business and trade schools, museums and art galleries, health agencies, wheat pools, and private industries. Over 75 percent of enrollments were reported in courses sponsored and operated by government departments. About 11 percent of the total were in university or college sponsored courses. About the same number were for credit toward high school diplomas or university degrees. The rest were in social education or cultural courses. The data are tabulated. (ly)

7. ED 011 999 ADULT EDUCATION IN METROPOLITAN TORONTO, A SITUATION REPORT. Cohen, A. * and others. Toronto. Board of Education, Toronto (Canada). Research Dept. MAY 67 EDRS PRICE MF-$0.50 HC-$3.80 95p.

ABSTRACT: A metropolitan Toronto survey sought to determine the number of persons currently pursuing adult education, or not participating but willing to attend a proposed 24-hour center. Information was gathered, by telephone questionnaire, as to organizations sponsoring courses, type, location, and scheduling of courses, time and money invested by participants, and background (age, income, education, etc.). The ratio of women to men exceeded 2 to 1. Also, respondents tended to be younger and more educated than the overall Toronto population. Evenings Monday through Thursday were the preferred attendance times, although all times of the day or week would draw some attendees. Unskilled, unemployed, and retired people, men with lower incomes and education, and less educated housewives, and persons over 45 would clearly favor the center over existing provisions. Current nonparticipants would generally prefer commercial and technical courses to academic courses. Finally, prospective attendees, especially men, would devote more time and money to center programs than to existing programs. Findings call for scrutiny of dropout causes, prompt setting up of the center, and more widespread and effective publicity aimed at educationally needy adults. Document includes 2 figures, 57 tables, and the questionnaire. (ly)

SEE ALSO: 29, relation of educational level to participation in voluntary organizations; 30, relation of socio-economic characteristics to adult education participation; 31, relation of participation to attitudes toward continuing education; 42, participants in university residential programs; 61, survey of enrollment in mass media courses; 141, foreman's clubs; 143, University of Indiana part-time MBA program; 144, survey of management training in large corporations; 161, low income homemakers in consumer education; 164, national data on adult basic education students; 171, adult basic education students in California; 244, industrial training in Richmond, California.

IV. LEARNING RELATED CHARACTERISTICS OF ADULTS

A. Mental ability

8. AC 002 419 PERCEPTUAL SHORT-TERM MEMORY IN CHILDREN, RETARDATES AND ADULTS (In Journal of

Experimental Child Psychology 5/114-122, 1967). Belmont, John M. 67.

ABSTRACT: Five groups—20 institutionalized male retardates, three groups of normal school children including 15 12-year-olds, 16 10-year-olds, and 21 8-year-olds, and 15 male undergraduate psychology students—made delayed brightness comparisons over intervals ranging up to 14 seconds. Short term memory (STM) was indexed by the slope of the time error (TE) function. Pretesting involving six pairs of stimuli was presented to facilitate introduction of long stimulus intervals during tests. Testing followed immediately, in which participants received four blocks of 12 trials in two sessions. No perceptual STM differences were obtained among these groups. The only group differences were between retardates and normals at the two second delay, with retardates showing significantly better perception, but with less time error. All groups showed highly significant, parallel increases in negative TE over delays, suggesting that perceptual STM develops before age eight, and that retardates are not deficient in this kind of STM relative to either chronological or mental age matches. This article appeared in Journal of Experimental Child Psychology 5, 1967. 10 pages. (pt)

9. AC 001 575 HUMAN MEMORY. Adams, Jack A. McGraw-Hill, New York. 67 336p. illus. Index. Bibliogs.

ABSTRACT: This survey of recent experimental research on human memory takes the point of view that the proper domain of memory research is not performance at the retention test, but retention performance as it reveals something about the memory states which have survived over the retention interval and which underlie the basic capability to respond. Definitions of memory are given, together with major distinctions between learning and performance. Three theories of the forgetting process (trace decay, trace transformation, interference), and differences between short term and long term memory, are examined. Also discussed are the laws of verbal interference (effects of one activity on the retention of another), serial recall of verbal responses in short term memory, free recall of random and organized verbal responses, recall of verbal responses in long term memory, recall of motor responses, and recognition memory (identification of stimuli or responses that have occurred before). Finally, a feedback theory of verbal learning is outlined that combines the memory trace—the conventional notion of habit which bonds stimulus and response—with the perceptual trace from response produced stimulus. (The document includes an index, seven tables, 32 charts and diagrams, and extensive chapter references). (ly)

10. AC 002 092 THE CREATIVE PROCESS (In Journal of Creative Behavior, 2(1)/63-70, Win 1967-68). Turner, Thomas B. 67 8p.

ABSTRACT: Responses to the AC Test of Creative Ability, Part 5 (listing possible uses for five common objects such as a ruler, hammer, pencil, and broom) were used to explain the creative process. Frequency groups of uses were formed and an analysis was made of the different categories the responses fell into. A strong communality of associations, based on past sensory experience and imagination, occurred in the test, and this tendency was dissipated only when subjects were able to shatter the periphery of reality associations attached to the stimulus word. Only one subject showed a decided ability to shatter these reality associations. Using his research notes as a comparison, the author developed an explanation of creative thinking which encompasses the patterns in the data collected in the test. Further use of the underlying system of analysis on this test or others may aid in distinguishing extremely creative people in test populations. (The document includes four references.) This document appeared in the Journal OF CREATIVE BEHAVIOR, Volume 2, Number 1, Winter 1967-68. (author/ly)

11. AC 002 103 A LEARNING TEST APPROACH TO PREDICTING CLASSROOM PERFORMANCE. Wardrop, James L. Washington Univ., St. Louis, Mo. Dept of Psychology R-TR-13 NONR-816 (14) AD-661-276 Sep 67.

ABSTRACT: As shown in two studies involving U.S. Navy electronics trainees and in one involving students in an introductory psychology course, miniature learning situations can be used to predict classroom performance. When a single program is used to obtain a measure of learning ability, the combination of the resulting gain measures of learning ability with a measure of verbal intelligence leads to an appreciably higher validity than can be obtained when either measure is used singly. Since programed instruction provides an effective miniature learning situation, suggestions are made for further research dealing with the possibility of using other complex learning tasks as miniature learning situations, and with the relationships among the various gain measures of learning which would be developed. (The document includes 14 tables and 33 references.) This document, AD-661-276, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 48 pages. (author/ly)

12. AC 002 267 EXPERIMENTAL STRESS AND LEARNING IN THE AGED (In Journal of Abnormal Psychology, 72(1)/65-70, 1967). Troyer, William G. Jr. * and others 67 6p.

ABSTRACT: Serial rote verbal learning under fast (four second) and slow (ten second) pacing was administered to six groups of 54 men (mean age, 67.8) under three levels of experimental stress. Maximal effects of induced stress including response inhibition were predicted for slower pacing. Results confirmed this hypothesis and suggest that the increased learning and responsivity of aged subjects with longer exposure duration may be a function of anxiety reduction. The document includes a table, two figures, and 13 references. It appeared in the Journal of Abnormal Psychology, Volume 72, Number 1, 1967. (author/ly)

13. AC 001 983 EFFECTS OF MAGNESIUM PEMOLINE UPON HUMAN LEARNING, PERFORMANCE, AND PERFORMANCE TESTS. Smith, Ronald G. Edgewood Arsenal, Md. Medical Research Lab. R-EA-TR-4139 FLD/GR-5/10-6/15 AD-661-320 Oct 67.

ABSTRACT: This study was conducted during 1966 to determine the effects of magnesium pemoline (a combination of 2-imino-5-phenyl-4-oxazolidinone and magnesium hydroxide) on a variety of human learning, memory, and performance tasks. Magnesium pemoline (25 or 37.5 mg) or a placebo was administered orally on a double-blind basis to intelligence-matched groups of normal, adult enlisted men. These agents were given three hours before the testing. Seven tests were used in the experiment—verbal learning, motor learning, auditory short term memory, visual reaction time, galvanic skin response classical conditioning, visual short term memory, and arm hand steadiness. From the test results, it was concluded that magnesium pemoline, in the doses tested, does not facilitate learning, memory, or performance in normal, adult males. In fact, the only statistically significant effects indicate that the higher dose was deleterious for verbal and motor learning. (The document includes five appendixes and 19 references.) This document, AD-661-320, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $.65. Hardcopy $3.00. (author/ly)

14. ED 013 045 STANDARDIZATION OF A SPANISH LANGUAGE ADULT INTELLIGENCE SCALE. Final Report. Green, Russel F. * Martinez, Juan N. Puerto Rico Univ., Rio Piedras BR-5-0081 Mar 67 EDRS PRICE MF-$1.00 HC-$10.36 257p.

ABSTRACT: A need for an adequately developed and standardized intelligence scale in the whole of Latin America resulted in the WAIS Project whose aim was to translate into Spanish, adapt to Spanish culture, and standardize the Wechsler Adult Intelligence Scale in Puerto Rico. Following a discussion of the four general goals, the project report outlines the nine phases by which the goals were accomplished. In the section that follows, the results of the statistical analyses, supported by numerous tables, are presented in detail. Data cover (1) analyses of the total population represented, (2) the Guatemala extension of the project, (3) the development of the new manual, (4) the standardization sample of the total population represented, (5) the problem of predicting the rate of change of IQ and the need for automatic adjustment of norms or restandardization, and (6) the prediction of norms from a relatively small sample. A discussion of the serious questions that can be raised about the quality of the test precedes a section containing conclusions, implications, and recommendations. Extensive appendixes include a Spanish translation of the test manual and a paper on random sampling from total populations. (ab)

15. AC 002 268 EFFECTS OF AGE ON ORGANIZATION AND RECALL OF TWO SETS OF STIMULI (In Psychonomic Science, 7(1)/53-54, Jan 5, 1967). Taub, Harvey A. * Greiff, Shirley 67 2p.

ABSTRACT: Short term recall of sequences of eight letters was measured for 12 young and 12 aged subjects (females with mean ages of 20.1 and 69.7 years, respectively) in a control condition with a single stimulus set and three experimental conditions which differed in arrangement of two sets of color coded stimuli. The results indicated that there were no differences in performance for the stimuli to be recalled first, while both age and conditions were significant effects for the stimulus set to be recalled second. Thus, the data do not support the notion of differential decay as a function of age, but do suggest a decline in organizing ability and a greater susceptibility to interference during the storage and retrieval stages once the capacity is exceeded. The document includes a chart and four references. It appeared in Psychonomic Science, Volume 7, Number 1, January 5, 1967. (author/ly)

16. AC 000 439 THE LITERATURE OF CREATIVITY. Part 1 (In The Journal of Creative Behavior 1(1)/52-109 Win 1967). Parnes, Sidney J. * Brunelle, Eugene A. Win 67 58p.

ABSTRACT: In order to cope with the mushrooming literature on creativity, this journal plans to provide a current and cumulative, annotated, subject-index bibliography in the field, beginning with the July 1967 issue. As a start in this direction, creativity research to date is evaluated and areas of further investigation are indicated. The section concludes with abstracts of doctoral dissertations on creativity, since 1960, also references, a bibliography of bibliographies on creativity, and an annotated list of books on creative intelligence suggestive of current trends. (aj)

17. AC 000 774 THE LITERATURE OF CREATIVITY. Part 2. (In The Journal of Creative Behavior, 1(2)/191-240, Spr 1967). Parnes, Sidney J. Spr 67 50p.

ABSTRACT: The author cites a variety of studies concerned with environmental conditions affecting creativity—(1) research studying the effects on creative behavior of various group-conditions, particularly in an industrial environment, (2) experiments dealing with the influence of specific inhibiting factors, (3) research dealing with environmental conditions affecting creative behavior in school or societal settings. (sg)

18. AC 002 517 AN INVESTIGATION OF THE FEASIBILITY OF NAVY AVIATION STRUCTIONAL MECHANICS S (STRUCTURES) TRAINING FOR GROUP IV PERSONNEL. Harding, Larry G. * and others. Naval Personnel Res. Activity, San Diego, Calif. SRR-68-15 AD-665-304 Jan. 68 Project PF0170301J02.

ABSTRACT: The purpose of this research investigation was to determine the appropriateness of current Aviation Structural Mechanic S (Structures) School, Class A, training for Mental Group IV personnel. This training consists of a sequence of three courses. It was found that 50 percent of the Group IV students would have been dropped from training prior to the completion of the sequence while the normal attrition rate does not exceed one percent in any of the three courses. The Group IV students had their greatest difficulties with relatively abstract material in the area of mathematics and physics. On performance tests and shop projects their work was on a par with that of the regular students. The current training sequence does not seem to be suitable for use with Group IV students. (The document includes seven tables.) This document is available, as AD-665-304, from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 32 pages. (author/ly)

19. AC 002 270 ESTIMATING WAIS IQ FROM PROGRESSIVE MATRICES SCORES (In Journal of Clinical Psychology, 23(2)/184-185, 1967). Shaw, Dale J. 67 2p.

ABSTRACT: A correlation of .83 was found between Progressive Matrices raw scores and Full Scale IQs on the Wechsler Adult Intelligence Scale (WAIS) for 83 neuropsychiatric patients. It is concluded that the Progressive Matrices might be a valuable and economical substitute for the WAIS when as IQ estimate is required. The document includes one table and two references. It appeared in the Journal of Clinical Psychology, Volume 23, Number 2, 1967. (Psychological Abstracts/ly)

20. AC 002 518 DIFFERENTIAL APPROACHES TO TRAINING. Taylor, John E. * Fox, Wayne L. George Washington Univ., Washington, D.C. HumRRO. PP-47-67 DA-44-188-ARO-2 AD-665-056 Nov 67.

ABSTRACT: Training tasks were presented under laboratory conditions to newly inducted Army basic trainees grouped by Armed Forces Qualification Test (AFQT) scores. The high group (N=52) ranged in score from 90 to 99, the middle group (N=30) from 45 to 55, and the low group (N=61) from 10 to 21. Tasks were varied in complexity including simple and choice S-R monitoring, motor chaining, verbal chaining, multiple discrimination, and principle application tasks. Learning performance was directly and highly related to aptitude level. In some tasks, group differences were in rate of learning only. In others, groups differed in rate and in final level of performance. Individual performance was highly consistent across tasks. Performance was related to training method for both high and low aptitude groups. The low aptitude trainees did poorly on all tasks, taking an average of two or three times as long to learn as the high group. This document, AD-665-056, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 17 pages. (author/ly)

21. AC 001 583 ACHIEVEMENT AS A FUNCTION OF STUDY TIME. (In American Educational Research Journal 4(4)/337-343, Nov 1967). Sjogren, Douglas D. 9p.

ABSTRACT: Data obtained from a sample of adults in a learning experiment were used to test Carroll's model of school learning, in which the degree of learning is postulated to be a function of the ratio of time taken in the learning situation to time needed by the learner. The 208 participants were classified by age, socio-economic status, sex, and previous participation in adult education activities. A 100-frame program was presented in a constant time condition. It was found that ratios did have a significant linear relationship with measures of learning, two achievement tests, and with the WAIS aptitude test. (author/pt)

22. AC 002 021 SAMPLE-FREE TEST CALIBRATION AND PERSON MEASUREMENT. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). Wright, Benjamin D. 28 Oct 67 22p.

ABSTRACT: Objectivity in mental testing requires that test calibration be independent of which persons are used for the calibration and that person measurement be independent of which items are used for the measurement. Present practice is not objective, but could be so, as shown by the example here presented. Data came from the responses of 976 law students to 48 reading comprehension items on the Law School Admissions test. The possibility of person free test calibration is demonstrated by showing that a calibration based on the responses of a Dumb Group of students can be nearly identical with one based on a Smart Group. The possibility of item free person measurement is demonstrated by showing that ability estimates made from scores on an Easy Test can be statistically equivalent to those made from a Hard Test. The measurement model which makes this objectivity possible was developed by George Rasch. In this model the odds of success on a test item are hypothesized to be given by the product of the person's ability and the item's easiness. In order to fit this model items must be chosen or constructed to have similar discrimination. The resulting measures of person ability and item easiness are on a ratio scale with a natural zero and a definable unit. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (author/rt)

23. AC 002 446 FACILITATION AND INTERFERENCE IN THE OLDER ADULT LEARNER. Final Report. McCrystal, Thomas J. Xavier Univ., Cincinnati, Ohio Proj-7-8314 U.S. Office of Education, Washington, Bureau of Research BR-7-8314 31 Oct 67 OEG-1-7-078314-3725 30p.

ABSTRACT: This study is concerned with the degree to which older and younger adults are subject to the interfering effects of past habits. To determine the extent to which hypotheses based on assumptions of contemporary interference theory hold for the older adult population, these hypotheses were tested in a negative transfer task, where incompatible responses in a second task are associated with identical stimuli from an original task. The results showed that retention curves over a week were comparable for the younger and older age groups, although the older group took significantly longer to learn the tasks. This implies that memory in the adult is not so much a function of age as it is of the degree of learning, and also that learning is a function of age. The findings extend the generality of the interference theory of forgetting to the older adult population. A further implication of the findings is that the facilitating mechanisms which are found to facilitate learning and retention by increasing resistance to interference in younger subjects should also apply to the older adults. It is suggested that the absence of these facilitating mechanisms may be responsible for a large part of the memory loss in adults. (author)

24. AC 002 512 AN INVESTIGATION OF THE FEASIBILITY OF NAVY COMMISSARYMAN TRAINING FOR GROUP IV PERSONNEL. Hooprich, Eugene A. * Steinemann, John H. Naval Personnel Research Activity, San Diego, Calif. SRR-68-7 Proj-PF0170301IX2 AD-664-419 Sep 67

ABSTRACT: An investigation was conducted to determine the feasibility of providing Navy Class A Commissaryman School training for Mental Group IV personnel. The achievement of 17 Group IVs was compared with that of 29 regular students in two successive eight-week classes of the Commissaryman School. Research data were obtained from service records, pretraining and course achievement tests, pretraining and posttraining questionnaires, and interviews with instructors. The Group IV personnel successfully completed the Commissaryman training. However, their course achievement, as measured by typical school tests, tended to be significantly less than that of regular students in the same classes. Specific problem areas were identified, and the appropriateness of certain job aids and training modifications was discussed. Recommendations were made for the training of Group IV personnel and for further related research. This document, AD-664-419, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 30 pages. (author/ly)

25. AC 002 174 BEHAVIORAL CORRELATES OF MENTAL GROWTH, BIRTH TO THIRTY-SIX YEARS (In American Psychologist, 23(1)/1-17, Jan 68) Bayley, Nancy Jan 68.

ABSTRACT: The most recent phase of the longitudinal Berkeley Growth Study assessed relationships between mental development from birth to age 36, and emotions, attitudes, and typical reaction tendencies. Interviews and tests involved 54 individuals whose mental and physical development had been evaluated periodically throughout their lifetimes. Separate correlations for males and for females were made between first year vocalization scores and intelligence quotients through age 36, personality variables and Wechsler Adult Intelligence Scale (WAIS) verbal and performance scores at age 36, personality scores and other performance variables at ages 16 and 36, adolescent behavior patterns and verbal scores at five ages from infancy to age 36, verbal scores at one through 36 years of age and seven types of behavior during infancy (10 to 36 months), and WAIS scores at age 36 and maternal behavior experienced during infancy. Findings reflected stability in several personality variables and mental abilities. Moreover, female abilities stabilized earlier than those of males, and test scores for boys were relatively far more bound to certain behavior variables (adjusted or introspective versus maladjusted or hostile). The document includes 21 figures and 22 references. It appeared in the American Psychologist, Volume 23, Number 1, January 1968. 17 pages. (ly)

SEE ALSO: 97, teaching paired associates to older learners; 132, WAIS scores of younger and older coeds; 183, GATB as predictor of success in training for manipulative skills.

B. Personality, social role

26. AC 002 379 POWERLESSNESS AND KNOWLEDGE, A COMPARATIVE STUDY OF ALIENATION AND LEARNING (In Sociometry, A Journal of Research in Social Psychology, 30(2)/105-123, Jun 1967). Seeman, Melvin Jun 67 19p.

ABSTRACT: This study, conducted in Sweden, replicates and extends work done in the United States on alienation and learning. The major hypothesis is that those who are high in powerlessness will have inferior knowledge in control-relevant areas of their experience. Two knowledge tests were constructed (concerning nuclear and cultural affairs) and it is shown that high powerlessness goes with poor nuclear knowledge, while alienated and unalienated students do not differ in cultural information. Thus, the powerlessness-learning hypothesis applies cross-culturally, and applies to a wide range of control-relevant information (e.g., nuclear war, reformatory life, and health). But, as the pertinent theory requires, (1) there are predictable limits to the learning effect, and (2) it is not attributable to personality or intellectual capacity. An effort is also made to test the hypothesis that the sense of powerlessness leads to behavioral avoidance when the individual's anxieties about control are invoked. This article appeared in Sociometry, A Journal of Research in Social Psychology, Volume 30, Number 2, June 1967, pages 105-123. (author)

27. ED 016 161 PERSONALITY FACTORS WHICH MAY INTERFERE WITH THE LEARNING OF ADULT BASIC EDUCATION STUDENTS. Hand, S. E. * Puder, William H. Florida State Univ., Tallahassee nd EDRS PRICE MF-$0.25 HC-$1.24 29p.

ABSTRACT: To understand better the learning characteristics of culturally disadvantaged adults and to study the emotional factors commonly observed among this population which appear to inhibit participation in organized educational activities and learning, the literature in several areas of psychological research was surveyed. In this paper the researchers (1) examine the concept of Self as it pertains to the adult basic education student, (2) review Rokeach's hypothesis of the Closed Belief-Disbelief System in an effort to relate it to the emotional make-up of adult basic education students, (3) describe the "Closed" social environment which gives rise to the phenomenon of the "Closed" mind, and (4) identify some of the personality characteristics of the adult basic education student which interfere with his potential as a learner. In addition to overcoming such personality factors as alienation, avoidance, hostility toward authority, withdrawal, violent aggression, fear of schools, self-image as an illiterate, rejection of the desire to develop intellectually, mental blocks against the world, and rigid value systems, the illiterate must break out of a slough of defeat if he is to achieve. (There is a bibliography). (aj)

28. AC 001 776 EDUCATIONAL PARTICIPATION AND INNOVATIVENESS (In Journal of Educational Research, 60(10)/448-449, Jul-Aug 1967). Averill, Thomas B. Aug 67 2p.

ABSTRACT: Farmers were classified into four groups according to their tendency to adopt farm practice innovations. Participation in educative activities was postulated to be related to their openness to new ideas and practices. A structured interview schedule was used to determine the farmers' participation in educational activities—reading books and magazines, attending adult classes, conferences, institutes, taking correspondence courses, and viewing selected television programs. Chi square analysis revealed that this participation was not independent of the tendency to adopt new practices. One way analysis of variance showed some relationship between openness and age, formal schooling, and socioeconomic status. Multiple covariance was done on participation scores, removing the effect of these variables. It was concluded that association between educative behavior and openness cannot be explained by characteristics commonly associated with educational participation. It was suggested that educative behavior is important in developing and maintaining an openness to new ideas. (This article appeared in the Journal of Educational Research, Volume 60, Number 10, July-August, 1967). (author/pt)

29. AC 002 447 FACTORS ASSOCIATED WITH THE EDUCATIONAL AND ORGANIZATIONAL PARTICIPATION OF ADULTS OF HIGH AND LOW EDUCATIONAL ATTAINMENT (M.S. thesis). Moss, Gwenna Wisconsin Univ., Madison. Dept. of Agricultural and Extension Educ. Jan 68.

ABSTRACT: The purpose of this study was to determine the relationships between selected positional and psychological factors and participation in adult education activities and in voluntary organizations within high and low levels of education. Interviews were conducted with a probability sample of the adults of a rural Wisconsin county, including 274 persons with less than 12 years of schooling and 128 persons with more than 12 years of schooling. Respondents also completed four sub-scales of the California Test of Personality. For those of low educational level, participation in adult education activities was significantly related to age, employment status, income, family status, perceived ability to bring about community change, and withdrawing tendencies. Only the personality trait of social skills was associated with the participation of adults of high education. Since 94 percent of those of high education belonged to at least one voluntary organization, this variable was analyzed only for those of low education. Membership was found to be significantly related to employment status, income, marital status, perceived ability to bring about community change, and the personality traits of withdrawing tendencies, social skills, and occupational relations. Implications for adult educators and for further research were suggested. (Document includes 50 tables.) 156 pages. (author)

30. AC 002 454 AN ANALYTICAL SURVEY OF THE PEMBERTON VALLEY IN BRITISH COLUMBIA WITH SPECIAL REFERENCE TO ADULT EDUCATION (Ed.D. thesis). Dickinson, Gary British Columbia Univ., Vancouver Apr 68.

ABSTRACT: Three hypotheses tested social characteristics, social interaction patterns, and locality of residence of isolated rural participants and nonparticipants in adult education. Data were collected through personal interviews and the analytical survey method was used. There were nine significant socioeconomic differences between participants and nonparticipants—age, number of children at home, birthplace, number of years resident in the area, number of related families living in the area, farm or nonfarm resident, father's education, perceived adequacy of skills, and desire for further education or training. Of the social interaction characteristics studied, social participation and road opinion differentiated between the participants and the nonparticipants. The number of participants decreased as distance from the night school center increased. (author/pt)

31. AC 002 422 THE RELATIONSHIP BETWEEN EXTENT OF EDUCATIVE BEHAVIOR BY INDUSTRIAL EMPLOYEES IN FLORIDA AND THEIR ATTITUDES TOWARD CONTINUING EDUCATION. (Ph.D. thesis). Seaman, Don Ferris Florida State Univ., Tallahassee June 68.

ABSTRACT: A random sample of 100 employees of the Florida Power Corporation was utilized to determine the relationship between extent of educative behavior by adults and their attitudes toward continuing education. The Leisure Activity Survey was used to determine the extent of educative behavior and attitudes were assessed by the semantic differential technique. Data were analyzed by factor analytic procedures and Product Moment and partial correlations. Based upon the findings, the investigator concluded that—(1) the extent to which an individual participates in educative behavior is positively related to his level of formal education, (2) the relationship between one's extent of educative behavior and his attitude toward continuing education is not influenced by his age or educational level, and (3) factors in an individual's environmental situation influence his overt behavior to an extent that his attitudes are not always reflected. (Appendixes include the names of the panels of judges who selected the concepts for the semantic differential technique and a copy of the semantic differential used in this study.) This doctoral thesis will be available from University Microfilms, Ann Arbor, Michigan. 122 pages. (author)

SEE ALSO: 162, occupational aspiration levels of mothers for children; 128, women's perception of their problems; 131, personality shifts in women in middle life; 130, aspirations of married women college graduates; 60, social, psychological predictors of information seeking and media use; 25, personality correlates of mental growth, birth to thirty-six years; 85, relation of personality to learning in laboratory training.

V. PROGRAM DEVELOPMENT PROCESSES

A. Assessment of educational needs

SEE: 240, adult interest in junior college education, southeast Alberta; 189, training needs, Louisiana Highway Department; 188, Detroit police officers; 173, adult males in North Carolina prisons; 159, disadvantaged families in Boston; 163, unemployed in Milwaukee; 158, union attitudes toward university participation in labor education; 151, international business executives; 150, managers, supervisors in Pennsylvania business and industry; 149, engineering managers; 148, international executives; 152, managers, supervisors in Pennsylvania cities; 147, speech training for union and business leaders; 153, municipal officials in Florida; 135, older adults in four Kentucky communities; 134, older adults in Presbyterian churches; 128, women in Columbia County, Wisconsin; 119, ETV station directors; 53, communities of various sizes in Nebraska; 7, Toronto survey; 120, industrial training directors.

B. Determination, refinement of objectives

32. AC 002 320 DESCRIBING NON-REPETITIVE TASKS FOR TRAINING PURPOSES (In Occupational Psychology, 41(4)/203-210, Oct 67). Cunningham, D. J. * Duncan, K. D. 67 8p.

ABSTRACT: As discussed in this research review, the application of task analysis to a variety of real, nonroutine industrial tasks involves difficulties relating to cue identification, use of the elements (information, decision, action, feedback) of formal task description, the complementary nature of task analysis and task description, and the problem of subjectivity in making observations. In particular, the isolation, description, and reproduction of various types of cues (including response feedback) may often be the major technological obstacle to devising training, and such aspects as the measurement of task difficulty and trained performance may require an appeal to arbitrary or subjective criteria. Despite the widespread use of charts and tables and of certain terminology, the technique of describing instructional objectives probably has not been sufficiently well tested on real tasks. The document includes 16 references. It appeared in Occupational Psychology, Volume 41, Number 4, October 1967. (ly)

33. AC 002 321 TASK ANALYSIS AND TRAINING DESIGN (In Occupational Psychology, 41(4)/211-221, Oct 67). Annett, J. *

Duncan, K. D. Nat. Inst. of Ind. Psychology, London (England) 67 11p. Bibliog., pp. 219-221.

ABSTRACT: As represented in recent research, task analysis calls for gross descriptions of performance followed by assessment of the probability, without training, of inadequate performance and of the costs of such performance to the system. Performance classification and training design require mutually exclusive, exhaustive categories having specific training requirements. Related problems are to be found in the sequencing of instruction, the gathering of evidence on specific training conditions, the evaluation of categories and training procedures, and the selection of training strategies for specific trainee needs and job conditions. The document includes 59 references. It appeared in Occupational Psychology, Volume 41, Number 4, October 1967. (ly)

34. AC 001 541 PSYCHOLOGICAL RESEARCH IN CLASSROOM LEARNING (Report on a conference at the Bromwoods Residential Center, Washington University, St. Louis, Mo.). Wientge, King M., ed. * and others. Washington Univ., St. Louis, Mo. School of Continuing Educ. R-Pub-11 67 OEC-3-7-061134-1532 126p.

ABSTRACT: Papers were presented at a conference on classroom learning on such topics as program design, testing and other evaluation techniques, computer assisted instruction, programed instruction, simulation, pacing, and retention. Several treated military training, adult learning, and adult-centered classroom techniques. In one paper, the systems approach to adult learning was predicated on the application of engineering logic in formulating objectives, identifying and allocating functions, and planning for operation of the system and system testing. Another study compared the performance of Navy trainees in radar and radar navigation technology as measured at four points in the training sequence. One retention study compared programed and conventional instruction in a Navy technical course. Attitudes of instructors, training administrators, and Navy and Marine enlisted men toward programed instruction were surveyed at eight aviation technical training schools. A study of elective participation is currently being made. (The document includes tables, diagrams, and a background paper.) (These papers were presented at a conference held at the Bromwood Residential Center, Washington University, St. Louis, Missouri). (ly)

35. AC 002 401 A.T. & T. SYSTEMS APPROACH FOR LOVE AND MONEY (In Training in Business and Industry, 5(5)/43-46ff., May 1968). Bumstead, Richard A. May 68.

ABSTRACT: In an effort to improve the training and the subsequent performance of Bell Telephone System service representatives, the commercial training supervisor for American Telephone and Telegraph interviewed training analysts, local company managers, and service representatives and their supervisors about training methods, examined training materials from each of the 22 operating companies, and sent the 165 training analysts a questionnaire on the knowledge and use of modern training technology. Only half of the training analysts wrote behavioral training objectives and only a third attempted systematically to related training objectives to job performance. Accordingly, 15 workshops were set up to introduce training analysts and supervisors to the systems approach to developing lessons and training materials. Training graduates showed significant knowledge gains in almost all areas of training design. Followup steps have been taken to assess transfer of training, and feedback visits have been scheduled for September 1968. The document includes three charts. It appeared in Training in Business and Industry, Volume 5, Number 5, May 1968. (ly)

36. AC 002 471 AN OBSERVATION OF EVENING COLLEGE OPERATION RELATING TO LIAISON BETWEEN FULL TIME DAY AND PART TIME EVENING FACULTY OF A NUMBER OF JUNIOR COLLEGES IN THE LOS ANGELES AREA. McLarney, Donald F. Aug 67.

ABSTRACT: The breakdown in communication between daytime and evening faculties in junior colleges may imply damage to faculty and student morale and could create a distasteful public image. Oral questionnaires used with seven faculty members, ten students, and 13 administrators at eleven junior colleges in greater Los Angeles tested communication regarding responsibility for curriculum planning, faculty participation in planning, and evening school teaching as a stepping stone to full time teaching. Part time evening teachers showed hazier responses. All interviewees rated evening program standards and morale high. Students indicated good teaching and broad course offerings as strong points of evening colleges and lack of opportunity to counsel with faculty as the main weak point. In spite of protestations of oneness, the evening colleges have different counselors and instructors and little resemblance to the services and incidentals available during the day. Inservice programs should bring daytime practitioners and evening faculty together for unstructured discussion sessions to strengthen academic and professional ties. (Questionnaires, bibliography, and a summary of surveyed literature are included.) 35 pages. (rt)

37. AC 002 423 THE RELATION OF LEADER BEHAVIOR DIMENSIONS AND GROUP CHARACTERISTICS TO COUNTY EXTENSION ADVISORY COMMITTEE PERFORMANCE (Ph.D. thesis). Carter, Cecil E. Ohio State Univ., Columbus Aug 67.

ABSTRACT: The purposes of this study were to identify group characteristics of County Extension Advisory Committees which were related to the effective performance of the committees and to identify the leadership behavior dimensions of County Extension Agent Chairmen which were related to the effective performance of County Extension Advisory Committees. The design of the study included the description of 13 group dimensions of County Extension Advisory Committees, the description of the County Extension Agents' leadership behavior on the dimension of initiative of structure and consideration by County Advisory Committee members, and the evaluation of County Extension Advisory Committees on three functions of effectiveness by the District Supervisor. Two questionnaires were used to collect the data, one to secure the data on the group situation and the other on the leadership behavior dimensions of the County Extension Agent Chairmen. A stratified random sample was secured by selecting five Advisory Committees from each Extension district. The author concluded that the performance of County Extension Advisory Committees was more effective when the County Agent Chairmen were perceived to provide initiation of structure leadership behavior for the Advisory Committees. (author)

SEE ALSO: 209, research based model for developing electronics training; 197, bibliography on design of instructional systems; 54, community leaders' perception of extension role.

C. Recruitment, selection, retention of students

38. AC 002 405 STUDENT WASTAGE (In Adult Education [Great Britain], 40(3)/139-149, Sep 1967). Glynn, D. R. * Jones, H. A. Sep 67.

ABSTRACT: The nature of dissatisfaction with classes at the City Literary Institute was studied. Questionnaires collected data from 472 students who discontinued Institute courses six weeks prior to course termination. It was found that of the 33 percent of dropouts who left because of disappointment, many were taking courses that bore some relationship to their work. Age, type of class, difficulty of journey, previous attendance, and motive for joining were not significant factors for these dropouts. Others could not recall when attendance had been discontinued. Fifteen percent did not regard themselves as having left the course, but the habit of attendance had been broken after leaving due to personal circumstances or illness. The importance of flexibility in course planning was revealed in the survey. Traditional three term courses were found inappropriate for many people. It is suggested that short intensive courses, series of linked terminal classes, residential programs, or sandwich type courses with periods of intensive work at intervals of several weeks, may better meet the needs of adult students. Student guidance and personal contact would enable students to choose courses more wisely. This article appeared in Adult Education (Great Britain), Volume 40, Number 3, September 1967. (pt)

39. AC 002 179 CREDITS BY EXAMINATION FOR COLLEGE LEVEL STUDIES, AN ANNOTATED BIBLIOGRAPHY. Flaugher, Ronald L. * and others. Educational Testing Service, Princeton, N.J. 67.

ABSTRACT: This annotated bibliography contains 308 items on transfer students and transfer policy, student accreditation by examination, and sources of instruction for unaffiliated students. The first section features descriptions of policies, problems, and recommendations concerning transfer students, and research studies on their performance and characteristics. The section on accreditation by examination covers the role of the credit system in American higher education, arguments for and against credit by examination, student performance and characteristics, the College Entrance Examination Board Advanced Placement Program, large scale institutional programs (Brooklyn College, University of Buffalo, New York Proficiency Examinations), and general policies and practices. The last section contains studies on correspondence study for college credit, college level courses by television, college extension services and adult education courses, and college credit for military experiences. Pre-1945 materials are grouped separately as being mainly of historical interest. The document includes an author index. It is available, for $3.00, from the College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540. 230 pages. (ly)

SEE ALSO: 11, test for predicting performance in psychology courses; 185, factors related to retention and success in MDTA programs; 190, dropout problems in apprenticeship training; 207, dropouts in industrial training.

D. Counseling, student services

40. AC 002 193 DIFFERENTIAL PATIENT RESPONSE TO INSTRUCTION, COUNSELING AND DENTAL TREATMENT. Paper presented at a National Seminar on Adult Education Research (Chicago, February 11-13, 1968). Lupton, Daniel E. Chicago Univ., Ill. Aug 67 40 p.

ABSTRACT: Research (1) analyzed specific outcomes of counseling, instruction, and dental therapy, and (2) determined the relative effectiveness of patient education for relief of Temporomandibular Joint (TMJ) dysfunction. Sixty adult patients attending the University of Illinois TMJ research center were randomly assigned to one of three programs—dentistry, dentistry and instruction, or dentistry and counseling. In the pretest stage, a dental examination determined the severity of the dysfunction, and interviews and testing determined motivation for counseling, educational level, knowledge of the dysfunction, and self-concept. Results indicated that—(1) dental treatment combined with instruction or counseling is superior to dental treatment, (2) dental treatment and instruction are superior to dental treatment alone or combined with counseling, and (3) the combination of counseling and dental treatment is superior to either dentistry alone or combined with instruction in decreasing a patient's negative feelings about himself. An abstract of a doctoral thesis, this paper was presented at a National Seminar on Adult Education Research (Chicago, February 11-13, 1968). (pt)

SEE ALSO: 191, counseling in correctional vocational program; 208, morale in naval aviation training; 245, survey of tuition remission policies in 200 companies.

VI. EVALUATION

A. Learning and achievement

SEE: 39, college level credit by examinations; 24, performance of Mental Group IV in Navy training; 146, attitude change in supervisory training; 210, performance criteria in industrial training.

B. Programs

41. AC 002 503 EVALUATING TRAINING PROGRAMS, THE STATE OF THE ART (In Training and Development Journal, 22(5)/2-9, May 68). Catalanello, Ralph F. * Kirkpatrick, Donald L. 68.

ABSTRACT: Based on research analyzing techniques used by business, industry, and government in evaluation of their training programs, this document describes a four-step approach—reaction, learning, behavior, and results. A preliminary questionnaire was sent to 154 organizations throughout the United States and Canada that had ordered 40 or more copies of the Supervisory Inventory on Human Relations. An analysis was made of 110 respondents to the preliminary questionnaire, 47 responses to a follow-up questionnaire, and ten personal interviews with the organizations doing the most work in evaluation. Seventy-seven percent of the respondents measured trainee reactions, about 50 percent measured learning, 54 percent measured behavior, and 45 percent measured results. However, many efforts in the latter three stages were superficial and subjective, often lacking control groups, statistical analysis, and other systematic evaluation techniques. It was concluded that trainers must learn such techniques and apply them to their own programs. The document includes seven tables. It appeared in the Training and Development Journal, Volume 22, Number 5, May 1968. (ly)

SEE ALSO: 174, basic education of rural illiterates; 185, 186, 187, MDTA vocational programs for disadvantaged; 184, unemployed in West Virginia; 195, family service program in New York; 197, bibliography on evaluation of instructional systems; 211, costs of engineering training; 212, costs of

Navy on-the-job training; 238, farm and home management program; 243, federal influence on public school programs in Michigan; 159, program for disadvantaged families in Boston; 2, agricultural extension program in Bolivia; 171, adult basic education in California.

C. Staff

SEE: 48, overseas community development advisers; 114, area specialists in Cooperative Extension; 93, 4-H adult leaders; 232, 4-H organization leaders; 233, effect of different personnel systems in extension.

VII. METHODS AND TECHNIQUES

A. Conferences and institutes

42. AC 001 666 RESIDENTIAL PROGRAM DATA, A STATISTICAL DESCRIPTION. CONTINUING EDUCATION REPORT FROM THE UNIVERSITY OF CHICAGO. Devlin, Laurence E. * Litchfield, Ann. Chicago Univ. Studies and Training Program in Continuing Education. CER-15 67 6p.

ABSTRACT: In the Program Research Project of Residential Adult Education Centers, data were collected by questionnaire on 25 aspects of 1,196 staff-influenced activities conducted in 1966 at residential centers of ten universities. Data were grouped by number, length, and distribution of activities, nature of the activity, origin and sponsorship, role of the center staff, sources of instruction, and characteristics of participants. Most activities were first-time conferences with 50 to 75 participants, lasting for three days or less. Program content was usually professional or technical, at a level comparable to graduate study, designed to improve the occupational competence of participants. The largest number of activities was originated by an organization outside the university. The major contribution of the center staff was guiding the activity from planning to followup. Of the four sources of instruction identified, instruction by the faculty of the university at which the residential center is located was the most common. Participants were primarily male, between the ages of 36-55, college graduates, from the professional or technical occupational group. (The history of the Project and limitations of the study are included.) (This document is available from The University of Chicago, 5835 Kimbark Avenue, Chicago, Ill. 60637). (aj)

43. AC 001 658 RESIDENTIAL PROGRAM DATA, IMPLICATIONS FOR PRACTICE. CONTINUING EDUCATION REPORT FROM THE UNIVERSITY OF CHICAGO. Devlin, Laurence E. * Litchfield, Ann. Chicago Univ. Studies and Training Program in Continuing Education. CER-16 67 8p.

ABSTRACT: A profile of a typical staff-influenced residential activity is constructed from data reported in the previous issue of Continuing Education Report, and implications are discussed. Programs have been identified as indeed residential and of continuing education, primarily to improve occupational and professional competence. While most activities originate outside the university, center personnel assume major responsibility for their guidance. The university's specialized resources, particularly faculty, are utilized. The trend has been toward large groups in residence. Programs, which are one-time activities for participants, are now being repeated at residential centers. It is suggested that skillful planning of large conference groups will be necessary to achieve the intimacy between student and teacher that is desired of the residential experience. Center personnel need to include experimental programs in developing continuous and integrated programs, with evaluation. There is also a need to include cultural education to achieve a more balanced program and provide opportunity for personal growth. Participant counseling should be included. A longitudinal study will be possible after program data is collected in 1967. (This document is available from the University of Chicago, 5835 Kimbark Avenue, Chicago, Ill. 60637). (pt)

44. AC 002 455 A COMPARATIVE STUDY OF RESIDENTIAL AND NON-RESIDENTIAL ADULT RELIGIOUS EDUCATION PROGRAMS (Ph.D. thesis). Stevenson, John Lovett Indiana Univ., Bloomington Jun 68.

ABSTRACT: In a study to measure, compare, and evaluate differential effects of three methods of adult religious education, three experimental groups spent 320 minutes in four discussion meetings with a trained leader and an observer, the latter recording the group Interaction Process Analysis Profile (IPA). The treatment of group I (nine persons) was conducted during a weekend in residence at a campsite. Group II (12 persons) experienced a concentrated, but not residential, weekend program in their local church. Group III (11 persons) met four consecutive Sunday nights at their church. There was a 12-person control group. A knowledge achievement instrument of 20 multiple-choice items and a Likert-type attitude scale were administered as a pretest, a posttest, and a 90-day follow-up test to all four groups. Results indicated that none of the four discussion meetings was sufficient to effect significant knowledge gain or attitude change. A Bales IPA profile for adult volunteer religious education groups was derived from this study for reference in future studies. Both weekend programs were superior to the week-by-week treatment in giving subjects the desire to increase, and within three months actually increase, the percentage of personal or family income given to the church. (author/aj)

45. AC 001 297 IS UNIVERSITY FACULTY COMMITTED TO CONFERENCE PROGRAMS? (In Continuing Education Report, No. 13) Dekker, Tunis H. Chicago. Univ. The Studies and Training Program in Continuing Education. 67 5p.

ABSTRACT: Data were drawn from self-administered questionnaires of 285 university faculty members from three National University Extension Association institutions—the University of Georgia, Michigan State University, and Purdue University—to analyze the attitudes of faculty members in land-grant institutions. The findings revealed—(1) No correlation existed between faculty orientation and academic location within the university, (2) A correlation existed between faculty orientation and the amount and frequency of conference involvement in that the degree of integration tended to increase with these factors (amount and frequency), and (3) faculty orientation was found to be independent of age, academic education, tenure, status, length of appointment in present position, time devoted to teaching and time devoted to research. This study has shown that faculty members in both the central and peripheral regions of the university participate in university conferences for professional reasons. (sg)

SEE ALSO: 63, six-week workshop compared with TV program; 139, five-day workshop for farm supply managers.

B. Community education

46. AC 001 024 INDUCING SOCIAL CHANGE IN DEVELOPING COMMUNITIES, AN INTERNATIONAL SURVEY OF EXPERT ADVICE. Hyman, Herbert H. * and others. United Nations Res. Inst. for Social Dev. Apr 67.

ABSTRACT: Advice was obtained from 445 foreign experts and foreign nationals who have worked under international or bilateral auspices on development projects in agriculture, health, nutrition, adult education, home economics, and community development in 13 countries in Latin America, South Asia, Africa, and the Middle East. Despite wide variations in the opinions, beliefs, and experiences of the experts, there was considerable agreement on the following points—means (preferably slow and selective) of approaching local populations are vital to project success, traditional practices and low levels of education are the main obstacles, older men are likely to be antagonistic toward projects, schoolteachers make useful intermediaries, the most effective devices are persuasion and interpersonal influence, and demonstrations and lectures are, respectively, most and least effective. Despite prevalent (and largely avoidable) mistakes, most projects were considered successful. Four appendixes and 84 tables are included. This document is available from the United Nations, Sales Section, New York. Paper (sales no. 67.IV.4) $3.50. Cloth (67.IV.3) $5.00. 226 pages. (ly)

47. AC 001 131 A STUDY OF COMMUNITY SERVICES IN THE COMMUNITY COLLEGES OF STATE UNIVERSITY OF NEW YORK. (Ed.D. thesis). Festine, Armond Joseph Syracuse Univ., N.Y. Jun 67.

ABSTRACT: This study assessed the extent to which the stated commitment of State University of New York to provide community service programs in adult education has been met and the relationship between the number of programs and such factors as community size, the age of the college, the number of colleges offering programs within the community, and means of financing programs. Data were obtained from college catalogs and promotional literature, interviews with college administrators, and questionnaires mailed to each college. It was found that 15 colleges had made a complete commitment to provide programs and 13 had made a limited one. The colleges reported a total of 581 such programs for the 1964-65 academic year. The greatest contributions lay in financial support of adult cultural education, and the least were in the area of community development. Discrepancies emerged between stated commitments and actual practice, and it was concluded that the community colleges have not fully accepted community service as a major educational objective. (Included are 40 tables and 44 references.) This doctoral thesis is available from University Microfilms, Ann Arbor, Mich. Order No. 68-5507. Microfilm $3.00. Hard copy $7.00. 149 pages. (author/ly)

48. AC 001 699 SOME CHARACTERISTICS OF SUCCESSFUL AND LESS SUCCESSFUL OVERSEAS COMMUNITY DEVELOPMENT ADVISERS (In Adult Education, 19(1)/15-23, Aut 67). Zahn, Jane C. 9p.

ABSTRACT: A study was conducted to discover which tests or test items, if any, could predict competent performance of rural community development advisers in Southeast Asia. Seventeen trainees selected by the Agency for International Development to do community development work in Laos and Viet Nam were tested and interviewed. Two years later, their supervisors were asked to rate their performance. On the basis of supervisors' ratings, the test and interview scores and ratings were compared for the successful and less successful. Only three of eleven test instruments—the Terman Concept Mastery Test, a Religious Concepts Inventory, and a general questionnaire on preferences, background, and attitudes—separated the most successful from the least successful. A cosmopolitan, change-oriented, career-minded, slightly rebellious type of person would seem likely to perform best in rural development in Southeast Asia. (The document includes tables and references.) This document appeared in Adult Education, Volume 19, Number 1, Autumn 1967. (author/ly)

49. AC 002 128 EDUCATION IN COMMUNITY DEVELOPMENT, ITS FUNCTION IN TECHNICAL ASSISTANCE. Praeger special studies in international economics and development. Shields, James J. 67.

ABSTRACT: In this study, United States technical assistance activities are examined in terms of the role of education in intergovernmental programs of community development. The introductory chapters give a short history and an analysis of the educational philosophy held by the Agency for International Development (AID) and the functions of AID community development personnel. The remaining chapters deal with the principal educational activities of intergovernmental programs, past and present, in India, Pakistan, the Philippines, Africa, and other areas. Such concerns as the need for national support, the importance of political as well as economic goals, encouragement of self help, leadership training (including the preparation of multipurpose village workers and higher level technicians and administrators), material assistance, participant training in the United States and in third countries, and common failings in training programs, are stressed. The document includes chapter notes and 80 references. It is available from Frederick A. Praeger, Publishers, 111 Fourth Avenue, New York, N.Y. 10003. 135 pages. (ly)

50. AC 002 083 THE ROLE OF UNIVERSITIES IN DEVELOPMENTAL PROGRAMS, THE LAND GRANT IDEA—ANNOTATED BIBLIOGRAPHY OF SELECTED READINGS. Duncan, James A. * and others Wisconsin Univ., Madison. Dept. of Agricultural and Ext. Educ. Oct 67. 18p.

ABSTRACT: Leadership in agricultural and rural development of new nations can be provided by universities, following the example of the land grant colleges of the United States. Three roles are suggested for universities in developing countries—(1) the education of agriculturists, veterinarians, and technicians who can apply their knowledge to farm problems and deal with the broader problems of planning and program implementation, (2) the development and implementation of agricultural research programs built around the testing of scientific theories, the application of research to the solution of practical problems, and verification of research findings under practical farm conditions, and (3) dissemination of agricultural information and results of research to the farmer, either through agencies already working with farmers or by radio, mail, newspaper, farmers' meetings, and training courses for technicians and farmers. This annotated bibliography, with most references published in the 1960's, encompasses broad philosophic viewpoints on the ideal role of a university, as well as specific details of the functioning of existing university systems in both advanced and underdeveloped countries. Several references deal with the experiences of land-grant type universities in both sets of countries. A supplementary list of unannotated references drawn from other bibliographies is attached. (aj)

51. AC 000 616 BUILDING AN ENVIRONMENTAL TRAINING MODEL, MAPCORE - A TRAINING EXERCISE FOR AIR POLLUTION CONTROL (In Training and Development Journal, 21(5)/41-50, May 67). Siegel, Gilbert B. * Sullivan, Donald M. May 67. 10p.

ABSTRACT: New air pollution control programs have resulted from the "Clean Air Act" passed by Congress in December, 1963. The University of Southern California developed a training model, called MAPCORE, which provides a semi-structured environment, is practical and realistic in approach, provides opportunity for high creativity, provides an interdisciplinary approach, and can be applied to training programs in any field where a continuous, integrative thread of development is needed. It is based on the Airlie House report on the three skills needed by air pollution control officials—engineering and applied physical science, biological and medical, and social science—and on "Dixon, Tiller County," which provides a basic scheme of a community that could be modified selectively. Built on a progressive continuum, MAPCORE consists of—the total hypothetical community (Dixon/Tiller County), a simulation framework, and the "igniters" which start the students on their simulation activities. It is probably possible to apply the MAPCORE principle to most training situations, but careful planning and analysis will be required. (This article appeared in Training and Development Journal, monthly journal of the American Society for Training and Development, 313 Price Place, P.O. Box 5307. Madison, Wis. 53705). (eb)

52. AC 002 204 AN EXPERIMENT IN "ANIMATION SOCIALE" AMONG THE CLERGY OF THE PILOT REGION (BAEQ). Condensed report. Montminy, J. P. Agricultural Research and Development Administration, Ottawa, (Ontario) CR-11 Jan 68.

ABSTRACT: This report, prepared for the Agricultural Research and Development Administration by Carleton Opinion Research Services, is a condensation of a sociological study in the pilot region of the BAEQ (Bureau d'Amenagement de l'Est du Quebec). Meetings were held in 1964 in the dioceses of Rimouski and Gaspe to help induce Roman Catholic Clergymen to participate more actively in the BAEQ plan, and at the most appropriate level. Bishops and their colleagues were queried as to the activities of parish priests, living standards in each diocese, causes and remedies for local socioeconomic problems, and information sources and personal reactions relating to the work of the BAEQ. Regular and secular were questioned on these topics as well as on their personal backgrounds, opinions on Protestant-Roman Catholic relations, and self perceptions of their role within the framework of BAEQ operations. Although the respondents were handicapped by a lack of precise knowledge on the BAEQ and seemed skeptical and negative at first as to the likelihood of support and community change, almost all acknowledged its value and were ready to cooperate in its work. This document, No. Fo 47-1214, is available from the Queen's Printer, Ottawa, Ontario. 16 pages. (ly)

53. AC 001 034 THE TRIPLE TWO PROJECT (A project under Title I of the Higher Education Act of 1965). Final report. Spracklen, Marvin S. Kearney State College, Nebr., sponsor, May 67 24p.

ABSTRACT: The Triple Two Project (1966-67) was designed to determine needs perceived in south central Nebraska for programs of community service or continuing education and to examine Title I of the Higher Education Act of 1965 as it might relate to them. Twenty-seven communities were chosen as conference areas and divided into three categories by population (10,000 and over, 2,500 to 10,000, and under 2,500). Community lay leaders, local government officials, and Kearney State College educators participated. Community reports and reports from county agents revealed needs relating to local government, housing problems, community leadership, problems of working mothers, health, recreation, and youth opportunities and employment. Specific needs most often voiced, which could be further developed under Title I, were for police schools, training of local governing boards, communications, leadership training, and community workshops on recreation and on services to youth. (The communities are listed by categories in the appendix.) (ly)

54. AC 002 435 LEADERSHIP IN COMMUNITY DEVELOPMENT (M.Ed. thesis). Hughes, Robert G. Colorado State Univ., Fort Collins.

ABSTRACT: Focus of this study was the determination of client system leadership expectations in individual and group problem situations. A questionnaire was developed and validated by a panel which asked respondents to rank three solution approach alternatives for individual and group problem situations—individual, group, or key person nature. The questionnaires were mailed to 199 community leaders from Colorado who had previously attended a social action process education series of meetings, with an 81 percent return. The Friedman two-way analysis of variance was used to determine significant differences among solution approaches for both individual and group problem situations. The respondents selected the group problem solving approach for individual problem situations and the key person approach for group problem situations. Both were significant at the .001 level of confidence. Respondent expectations were analyzed by age, sex, level of education, occupation, and degree of acquaintance with the extension staff, with results the same as the group as a whole. Implications are that client system leadership does not hold the "service" expectation stereotype of extension workers and challenge personnel to conduct educational programs that are group of key person oriented. (author)

SEE ALSO: 2, agricultural extension in Bolivia; 59, radio and TV in Asia; 127, VISTA training for urban poverty; 218, model civil defense training plan; 227, community service in 99 junior colleges; 47, community service in New York community colleges; 77, laboratory training in urban decision making; 108, survey of outdoor drama techniques.

C. Correspondence study

55. ED 012 371 A "CORRESPONDENCE-TUTORIAL" METHOD OF TEACHING FRESHMAN-COLLEGE COMPOSITION. Willingham, John R. Kansas Univ., Lawrence BR5-0795 Apr 67. EDRS PRICE MF-$0.25 HC-$2.08. 52p. OEC-SAE-4-10-009.

ABSTRACT: Alternatives to the traditional method of teaching freshman college composition in a large university were tested in a 4-year study. This pilot project explored the feasibility of combining correspondence methods with resident courses in freshman composition as, a means of handling projected increases in enrollment at the college-freshman level. This use of the Correspondence-Tutorial Method was selected for study because it offered promise of challenging, flexible instruction for large groups of students, of effecting savings of space, and of using community talent as lay-readers of themes. The experimental group in the Correspondence-Tutorial course attended one Professor-taught, evening session per week. A traditional-control group was formed from students in the regular freshman composition course, and an exempt-control group was made up of students excused from first-semester composition requirements. Tests were administered to the three groups at the beginning and end of the semester, and papers from the groups were evaluated and compared. From the results, the investigator concluded (1) there was no significant difference in the results produced by the three methods and (2) the Correspondence-Tutorial method was a feasible method for use if increased enrollments made the traditional method impractical. (al)

SEE ALSO: 248, American Institute of Sacred Literature.

D. Educational media

56. AC 002 230 THE HIDDEN MEDIUM, A STATUS REPORT ON EDUCATIONAL RADIO. Herman W. Land Associates, Inc. National Association of Educational Broadcasters, Washington, D.C. National Educational Radio. Apr 67.

ABSTRACT: In the Spring of 1967, National Educational Radio, a division of the National Association of Educational Broadcasters, undertook the development of the first major study on the status and needs of educational radio. This study was especially pertinent in light of pending federal legislation, the Public Broadcasting Act of 1967, which recognized and included radio as a significant and important instrument for educational and social change in modern society. Over 300 questionnaires were sent to all educational radio stations throughout the country. From the 140 returned, a report was prepared which, as described in the report, is "a story of incredibly low budgets, service to forgotten audiences, and bold plans for meeting broad social and cultural needs of the local community, statewide audiences and the nation as a whole. Through the use of multiplexing—where three or more radio signals can be aired simultaneously—and the development of statewide and regional networks, educational radio will no longer be 'The Hidden Medium.' After 45 years, this report clearly indicates the emergence of a 'new' medium." The study covers virtually every aspect of the field—financing, organization and administration, program policy, technical capabilities, instructional and other specialized uses, the range and scope of community services, audience research, and long-range planning. It is available, for $5.00, from National Educational Radio, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. 230 pages. (author)

57. AC 001 292 A BIBLIOGRAPHY OF EDUCATIONAL TELEVISION AND RELATED COMMUNICATIONS SYSTEMS. Minnesota Feasibility Study of Inter-Institutional Television, comp. National Association of Educational Broadcasters, Washington. July 67 47p.

ABSTRACT: Classified under 15 categories, this bibliography is meant to be an aid to legislators, their research staff, institutions of higher education, and to individual researchers interested in the area of inter-institutional television. (sg)

58. ED 015 416 AN EVALUATION OF COMMUNICATION MEDIA USED IN THE ADULT LIBERAL STUDIES PROGRAM. Miller, H. Max * Mahler, T. W. Georgia Univ., Athens. Proj-5-1105 NDEA-7-20-0450-218 Sep 67 EDRS PRICE MF-$0.50 HC-$5.12 126p.

ABSTRACT: As part of an adult liberal studies program (Basic Issues of Man), an evaluation was made to determine the effectiveness of combinations of television, films, written materials, and group discussion in educational situations involving exposure to the media alone or in groups, the aim of the program being to bring about attitudinal changes. The study of the experimental groups was conducted in actual field conditions in communities throughout Georgia. Control groups, who had complete absence of exposure to the information resources, were recruited from conference members at the Georgia Center for Continuing Education. Age, residence, sex, marital status, education, occupation, and income were control variables. There was little evidence to support the existence of relationship between exposure to content materials of the program and attitudinal change. For two of the five attitudinal orientations, there was some evidence to suggest relationship between the type of treatment and attitudinal change. When control variables were introduced, the relationship was clarified only slightly and significant changes that would suggest a relationship were not evidenced. Possible implications for theory and methodology in research and for program planning were noted. (The document includes tables, appendixes, and references.) (ly)

59. AC 000 959 RADIO AND TELEVISION IN THE SERVICE OF EDUCATION AND DEVELOPMENT IN ASIA (Reports and papers on mass communication, 49). UNESCO, Paris (France). 67 60p.

ABSTRACT: Educational broadcasting in Asia not only serves the pressing needs of primary, secondary, and higher education, but also provides for popularization of knowledge, literacy education, civic education, training and guidance of educators, rural and urban youth programs, and vocational guidance and education. A particular need is seen for national and regional training in techniques of educational broadcasting, organization and planning of programs, and program utilization by adult education leaders and other teachers. In addition to basic training at the national level, a regional institute should be created to provide advanced broadcasting courses and seminars, with emphasis on contributing to education and social development in Asia. Other major needs and recommendations concern preservice and inservice teacher training, broadening of the outlook and skills of women, improved transmission facilities, audience research, and information and program exchange among Asian nations. Document includes an appendix, review of national broadcasting structures, national statistics on radio and television receivers and on provision of adult education and school broadcasts, and a survey of recent and proposed developments in each country. (author/ly)

60. AC 002 032 SOCIAL AND PSYCHOLOGICAL PREDICTORS OF INFORMATION SEEKING AND MEDIA USE, A MULTIVARIATE RE-ANALYSIS. Report. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). Rees, Matilda B. * Paisley, William J. Stanford Univ., Calif. Inst. for Communication Res. Sep 67 122p.

ABSTRACT: Using data from a Stanford University study in Fresno, California, a multivariate analysis was made of 25 media use and information seeking behaviors. Seven social-personal and three psychological variables were also considered. Younger adults were most likely to participate in adult education, especially vocational courses and evening classes, and use radio for music and entertainment. Older adults were the ones most likely to read "Readers' Digest" and rely on radio for information. Reading of fiction books and of domestic and fashion magazines (women), and participation in arts and crafts courses (men) and liberal arts (women) were best predicted by sex. Education correlated with reading of books, news magazines, and periodicals in general and with recent public library use. Income and education were strong predictors of newspaper use. Receptivity to new educational media predicted the use of reference books, impersonal information seeking, and independent study. Membership in organizations correlated closely with interpersonal information seeking, and the perception of practical information in media was related to use of "Life" magazine, serious television programs, and specific information seeking. Achievement motivation correlated with nonfiction reading. Implications and alternative approaches were suggested. Included are 52 tables and figures and 28 references. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (ly)

61. ED 016 924 CONTINUING EDUCATION INSTRUCTION VIA THE MASS MEDIA. Paper presented at the National Seminar on Adult Education Research (Chicago, Feb 11-13, 1968). Everly, Jack C. 68 EDRS PRICE MF-$0.25 HC-$0.52 11p.

ABSTRACT: Between January 1962 and July 1967, 164 institutions in 44 states offered, via mass media, 1,244 continuing education courses to 1,685,058 persons. Television was the most widely used medium, with most general subjects aired over commercial stations. When dialogue between participant and instructor was needed, the two-way radio conference was used. Of the printed media, magazines involved the largest group of participants. Teaching methods varied—individual methods dominated television courses, most radio courses used group methods, and newspapers, magazines, and direct mail were used in some group-structured efforts. Group instruction was best accomplished within an established organization which incorporated the course into its program. Communities sustained organized televised education only when consistent and extensive resources were allocated, as in the St. Louis Metroplex Assembly. The dominant purpose for continuing education via mass media was the acquisition of information, particularly through general education courses offered by universities. Participants favored professional or vocational-centered courses. Professional health science was engrossed in skill-oriented courses, while volunteer groups were interested in the application of knowledge. (This paper, based on the author's unpublished Ph.D. thesis (University of Illinois, 1968), was presented at the National Seminar on Adult Education Research, Chicago, February 12, 1968). (aj)

62. AC 001 850 IMPROVING INSPECTOR PERFORMANCE THROUGH TRAINING AND VISUAL AIDS (Reprinted from Journal of Applied Psychology 51(4)/311-315, 1967). Chaney, Fred B. * Teel, Kenneth S. 67 5p.

ABSTRACT: An experimental study was performed to evaluate, singly and in combination, the effectiveness of a four-hour training program and a set of visual aids designed to improve the performance of 27 experienced machine-parts inspectors. The criterion used was the percentage of true defects detected in a selected sample of machined parts. Findings indicated that (a) use of training alone resulted in a 32 percent increase in defects detected, (b) use of visual aids alone resulted in a 42 percent increase, and (c) use of both resulted in a 71 percent increase, while (d) performance of the control group did not change. (author)

63. AC 001 701 THE REDUCTION OF PREJUDICE THROUGH MASS MEDIA (In Adult Education, 19(1)/43-52, Aut 67). Rubin, Irwin M. 10p.

ABSTRACT: Two Tufts University programs aimed at reducing prejudice were compared. One was an educational course presented by WGBH-TV during the period October 1965 to January 1966, and the other, a six week National Defense Education Act (NDEA) summer workshop. The participants in both programs were members of the teaching profession in greater Boston. No differential effects were found on an instrument which measures the rationality of an individual's thinking toward minority groups. The television course was found to be significantly less effective than the workshop in increasing an individual's level of sympathetic identification toward minority groups. It was concluded that the impersonal, one-way nature of television may reduce its value as a medium of influence for people whose attitudes are based on more affective, or emotional, factors as opposed to cognitive, or factual, factors. (Included are tables, footnotes, and ten references.) This document appeared in Adult Education, Volume 19, Number 1, Autumn 1967. (author/ly)

64. ED 012 882 THE ADOPTION OR REJECTION OF INNOVATIONS BY DAIRY FARM OPERATORS IN THE LOWER

FRASER VALLEY (Publication, 11). Verner, Coolie * Gubbels, Peter M. Canada. Agricultural Economics Research Council, Ottawa. Jun 67 EDRS PRICE MF-$0.50 HC-$3.60 88p.

ABSTRACT: Socioeconomic characteristics, responses to innovations, and use of information sources were correlated for 100 randomly chosen dairy farmers in the lower Fraser Valley of British Columbia. Ten dairying innovations were divided into two groups according to complexity. Adoption scores were used to classify the farmers and stages of adoption (awareness, interest, evaluation, trial, adoption). Characteristics positively related to adoption were active information seeking, social participation, higher income, and large herds of young stock. Characteristics negatively related included long dairying experience, large families, and long tenure on the present farm. Awareness came largely by mass media, but personal contacts were dominant at later stages of adoption. On the less complex innovations, unawareness and discontinuation were higher, while rejection, adoption, and continuation were lower. About half the rejections occurred during awareness. District Agriculturists and farm organizations played a minor role in diffusion and adoption. Provisions for keeping Canadian farmers abreast of desirable innovations were judged inadequate. (The document includes 43 tables and 37 references.) (This publication is also available, for $2.00, from the Agricultural Economics Research Council of Canada, Colonel By Drive, Ottawa 1, Canada.) (ly)

65. AC 000 960 TELEVISION AND THE SOCIAL EDUCATION OF WOMEN. A first report on the Unesco-Senegal pilot project at Dakar (Reports and papers on mass communication, 50). Fougeyrollas, Pierre. UNESCO, Paris (France). 67 60p.

ABSTRACT: In the 1965-66 UNESCO-Senegal pilot project, a preliminary, and a followup, survey were made to assess the effectiveness of educational television (ETV) in imparting vital health information and constructively changing attitudes and behavior. The project included regular weekly programs in the Wolof language for about 500 women in 10 television clubs throughout greater Dakar, Senegal. The women were questioned on causes and control of malaria, dysentery, typhoid, and tuberculosis, on dietary practices, and on interests and problems. Major findings and conclusions were that—(1) such courses encourage expression of opinion and generate practical action, (2) content is more readily accepted and learned when conflict with tradition is absent, presentation is adequate, and motivation is strong, (3) young women are generally more open-minded and better able to give correct answers than are older women, (4) educational interests lean toward child care, housekeeping, and women's problems, (5) effective mass media education requires discussion groups; and (6) ETV heightens awareness of social problems and can be a potent factor in national development. Document includes questionnaires and 63 tables on personal and socioeconomic data, opinion and attitude changes, views as to future useful program themes, and patterns of diffusion. (author/ly)

66. ED 014 234 "LET'S SPEAK ENGLISH," AN EXPERIMENT IN ADULT EDUCATIONAL TV DESIGNED TO TEACH ENGLISH TO BEGINNERS, WITH A REPORT ON THE AUDIENCE REACHED AND ITS REACTIONS TO THE PROGRAM. Canadian Broadcasting Corp., Ottawa (Ontario) CBC-TV-67-43 Jun 67 EDRS PRICE MF-$0.50 HC-$4.08 100p.

ABSTRACT: Three-hundred sixty-eight interviews conducted in the home, by mail, and by telephone provided data for this audience study of the English course featuring a Mimi-cry-Memory technique. About 35 percent of an ideal target audience in the Toronto Metropolitan Area defined according to age and linguistic ability watched some of the program, and about half of these were considered regular viewers. Despite extensive publicity, about half of the target audience lacked awareness of the program, but of those who were aware, 4 out of 5 watched some part of it. The bulk of frequent viewers were post-war immigrants, many of whom spoke little or no English and most of whom had never had formal English instruction. Those who viewed with others tended to be the more persistent students, and the larger the viewing group, the greater the tendency to watch regularly. Attitude of the regular viewers was favorable, especially to the Mimicry-Memory aspect. Least interesting were grammar drills. Visual aids to comprehension had little impact. Textbooks were criticized. Audience dropoff and heterogeneity are discussed, as is possible loss of motivation due to isolating effects of the TV medium. Percentage tables and frequency tables based on chi square, and experimental materials are included. Information on any aspect of this study is available from the Director of Research, Canadian Broadcast Corporation, Ottawa. (lh)

SEE ALSO: 119, requirements for directors of ETV stations.

E. Human relations training

67. ED 014 015 PROBLEMS IN THE DESIGN AND INTERPRETATION OF RESEARCH ON HUMAN RELATIONS TRAINING (In Explorations, Human Relations Training and Research, Nos. 1 and 2, 1967, by NTL Institute for Applied Behavioral Science). Harrison, Roger. 67 EDRS PRICE MF-$0.25 HC-$0.48 10p.

ABSTRACT: Written to provide investigators or administrators with a review of the problems of planning, conducting, or interpreting studies in human relations training, this paper discusses research problems and ways to overcome them. Problems of selection of control groups, temporal change in training outcome, design restrictions in observation of experimental outcome, timing of data collection, experimenter-participant relationships in laboratory settings, and statistical measurement are reviewed. Among the suggestions for research improvement are—to study the process of training as well as the outcome (for most volunteers differ significantly from non-volunteers, the latter showing a higher degree of resistance and mistrust affecting results), to extend observation of training outcome over a longer period of time (change in behavior can be progressive and significant), and to involve the experimenter more with the participants (to overcome the sterile atmosphere of the test situation which affects participant attitude.) (The document includes 14 references). (pt)

68. AC 001 312 A BIBLIOGRAPHY OF RESEARCH (In Explorations, Human Relations Training and Research, Nos. 1 and 2, 1967, by NTL Institute for Applied Behavioral Science). Durham, Lewis E., * and others. 67 39p.

ABSTRACT: This bibliography of research in human relations training is presented in two sections. The first part includes an annotated bibliography of research conducted between 1947 and 1960. It was prepared by Lewis E. Durham and Jack R. Gibb and contains 48 citations. The second part, prepared by Eric S. Knowles, includes research since 1960. It includes a bibliography of 76 citations and an annotated bibliography of 52 studies. (pt)

69. ED 016 159 HUMAN RELATIONS—TRAINING AND RESEARCH. Current information sources, No. 10. ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Jan 68 EDRS PRICE MF-$0.25 HC-$0.96 22p.

ABSTRACT: This annotated bibliography presents 36 citations of the more current literature on human relations training and research, most of them with abstracts. The abstracts have been grouped as research and research reviews, monographs and reports, and journal articles. The documents are mostly dated 1966 and 1967. (pt)

70. AC 002 473 TEACHING STRATEGIES FOR ENHANCING THE SELF CONCEPTS AND MENTAL HEALTH ATTITUDES OF GRADUATE STUDENTS IN THE HELPING PROFESSIONS. Menlo, Allen Michigan Univ., Ann Arbor. School of Education 67.

ABSTRACT: Fifty graduate students in education, public health, social work, psychology, business administration, and public administration participated in a special semester-long course designed to enhance class members' self esteem, regard for adult clients, and relevant behavioral science knowledge and professional helping skills. The course stressed the dynamics and principles involved in implementing adult learning and change within such settings as classrooms, large and small group meetings, consultations, and supervision. Learning activities, (including individual reading) were organized to maximize the number, variety, and depth of interpersonal contacts. Pretesting and posttesting were by means of ten Semantic Differential scales and the Attitude Toward Group Member Behavior Inventory. Class members changed significantly in the direction of positive self concept and readiness to share leadership with others but initial self concepts apparently had no bearing on the latter change. The document includes two figures, three tables, and 27 references. 17 pages. (ly)

71. AC 002 377 T-GROUP EDUCATION AND LEADERSHIP EFFECTIVENESS, A REVIEW OF THE EMPIRIC LITERATURE AND A CRITICAL EVALUATION. (In Personnel Psychology (20)1/1-32, Spring 1967). House, Robert J. 67 33p.

ABSTRACT: Evidence about the process and effect of T group education has been confusing and contradictory. Studies have been made of the events throughout the training of T group effects on participant characteristics and on behavior, and of the ethical issues involved. In the light of the conclusions of these studies, the following recommendations were made—(1) careful study of performance requirements before deciding to use T groups, (2) careful preselection of participants by means of adequate psychometric instruments, (3) careful explanation of the goals and the process of T group training to participants, (4) careful selection of the T group leader, (5) continued research, and (6) provision of reserve precautionary procedures in the event of the failure of a program. A list of references is included. This article appears in Personnel Psychology, Volume 20, Number 1, Spring 1967, pp. 1-32. (sg)

72. ED 011 102 THE REDUCTION OF PREJUDICE THROUGH LABORATORY TRAINING (In Journal of Applied Behavioral Science, 3(1)/29-50, 1967). Rubin, Irwin. Mar 67 EDRS PRICE MF-$0.25 HC-$1.00 25p. tables. Bibliog.

ABSTRACT: An experiment tested the hypothesis that increases in self-acceptance resulting from sensitivity training have the theoretically predictable but indirect effect of reducing race prejudice. There were 50 volunteers, aged from 23 to 50, 8 of whom were Negroes. Most had at least a B.S. degree. They lived together for 2 weeks meeting in 5 T Groups, each including at least 1 Negro. The personality variable investigated was psychological anomy, a feeling of moral emptiness. The total group was randomly split in 2. The smaller group was tested via mail questionnaires 2 weeks before arrival. The entire group was tested upon arrival and again at the end of the laboratory. Each T Group trainer rated each participant on the questions—(1) To what extent did the person explicitly discuss race relations and (2) What was the nature of the individual's focus during the T Group. In addition to group discussions, a Sentence Completion Test, Mann-Whitney U-Test, and human-heartedness scores were used. The results of this study suggest that sensitivity training may be a powerful technique in the reduction of race prejudice, however a certain amount of education seems to be a prerequisite to learning by this method. There are suggestions for further study and list of references. (aj)

73. AC 001 611 PRELIMINARY ASSESSMENT OF THREE NCO LEADERSHIP PREPARATION TRAINING SYSTEMS. Hood, Paul D. * and others. George Washington Univ., Washington, D.C. HumRRO. TR-67-8. Work Unit NCO. 3 DA-44-188-ARO-2 Jun 67 64p.

ABSTRACT: Three alternative leadership training systems were studied to evaluate what might be the most feasible method of identifying and training potential junior noncommissioned officers, as early as possible in their Army careers. Training objectives were defined and training materials and assessment devices were developed and refined for application in the three methods. Considerable information was obtained about environmental conditions most conducive to successful leadership training, factors which affect trainee leader morale and attitudes, acceleration or compression of some technical instruction, and relation of selection variables to subsequent performance. The most feasible method was found to be that featuring formal leadership training in a separate two-week course between Basic Combat Training and the Advanced Individual Training (AIT) program, followed by practical, on the job leadership training in the AIT cycle. (The document includes tables, appendixes and ten references.) This document, AD-655-887, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche 65¢. Hard copy $3.00). (author/ly)

74. AC 001 580 A THEORY OF EFFECTIVE LEADERSHIP. Fiedler, Fred E. 67 315p.

ABSTRACT: Central to the theory of leadership effectiveness outlined here is a Contingency Model, according to which group effectiveness depends on interaction between leadership styles and the degree to which situations enable leaders to exert influence. The theory predicts that a task-oriented style will be the best style in favorable leadership situations, a relationship-oriented style will be best in intermediate situations, and a task-oriented style will again be most effective in unfavorable group situations. Two measures of leadership style—the Least Preferred Coworker (LPC) and the Assumed Similarity between Opposites (ASO)—are used. Validation studies (notably the Belgian naval study), group process and group performance, and studies extending the model to groups under stress, coacting and counteracting groups, and second and third level managerial personnel, are discussed, together with criteria for leadership styles and a classification of groups and group tasks. Areas for future research are also suggested. (The document includes indexes and appendixes, numerous references, and 78 tables and figures.) (This document is available from the McGraw-Hill Book Company, New York). (ly)

75. AC 002 076 COMPARISON OF BEHAVIORAL CHANGES RESULTING FROM HUMAN RELATIONS TRAINING LABORATORIES OF DIFFERENT LENGTHS (In Journal of Applied Behavioral Science 3(4)/505-523, Dec 1967). Bunker, Douglas R. * Knowles, Eric S. Dec 67 19p.

ABSTRACT: A questionnaire administered eight to ten months after human relations laboratory training of three weeks' and two weeks' duration elicited descriptions of a subject's behavior changes from himself and seven of his co-workers (including superiors, peers, and subordinates). There was a matched control sample. Two interrelated measures of change were considered—the total change score (total number of different changes mentioned by a subject and his co-workers) and the verified change score (those behavior changes mentioned by two or more persons in a set of descriptions). A set of 17 inductively derived content categories was used to make a qualitative analysis of the changes. While both laboratory trained samples differed from the control sample on both measures, they also differed significantly from each other. The content category analysis suggests that the three-week laboratory participants made more overt, pro-active changes, as opposed to the more passive, attitudinal changes made by the two-week sample. The greater relative emphasis on back-home application of laboratory training in the three-week program is suggested to be a major contributor to the qualitative differences in the kinds of changes made. (This article appeared in The Journal of Applied Behavioral Science, Volume 3, Number 4, Oct/Nov/Dec, 1967, pp. 505-523.) (author/aj)

76. AC 001 680 CONCEPTUAL VS. EXPERIENTIAL MANAGEMENT TRAINING. AN ATTEMPT TO INTEGRATE INSTRUMENTED AND T-GROUP TRAINING (In Training and Development Journal, 21(12)/12-17, Dec 67). Burke, W. Warner * Hornstein, Harvey A. 6p. Bibliog., p.17.

ABSTRACT: In 1965 and 1966, five-day laboratories were held to develop a rationale for the fuller integration of instrumented and T-group training. The basic units of these residential laboratories were two heterogeneous groups with trainers. Personal, interpersonal, group, intergroup, and finally organizational sessions were held. The trainers were present in the groups, but instruments were used throughout both to initiate and to provide feedback. (Laboratory participants were men and women in their 20s and 30s undergoing a year's training in administration for a large Federal agency.) Regarding client organization, the objective was to develop within the participants an understanding of informal organizational processes and the dynamics of groups and of interpersonal relationships, as well as to encourage evaluation of one's own interpersonal competence. Participation satisfaction was high, especially with the diagnostic group sessions, and 90 percent felt that the laboratories had practical advantages. (Two references are included.) (This document appeared in Training and Development Journal, Volume 21, Number 12, December 1967.) (ly)

77. ED 011 626 URBAN DECISION MAKING, THE FINDINGS OF A CONFERENCE (Chicago, Nov 5-12, 1965) (NTL applications of human relations laboratory training, 1). Franklin, Richard * Franklin, Paula. NEA, Washington. National Training Laboratories. 67 EDRS PRICE MF-$0.75 HC-$3.92 98p.

ABSTRACT: This National Training Laboratories (NTL) conference, departing somewhat from its usual experience-based learning programs, focused laboratory training methods on the decision making process in urban community problem solving. The conference presented theory, information, and opinion on the nature of cities and their decision making processes. Groups of participants studied the rational-technical-social process framework of decision making and force field analysis, a concept of forces for change versus restraining forces. Participants dealt with two approaches to social change—the conflict-oppositional strategy and the collaboration-integrative strategy. One group examined ways of enlisting maximum feasible participation of the poor in urban decision making, especially in the war on poverty. Findings were consolidated and recommendations made on more effective approaches to urban change. Participants planned how they would influence change in their own communities. A final evaluation of the conference was made by participants. Document includes 9 references, case studies of several cities, discussion transcripts and other records, and appendixes. (ly)

78. AC 002 479 FARM LABOR OPINIONS OF FARMERS PARTICIPATING IN FARM LABOR STUDY GROUPS IN NINE COUNTIES IN NEW YORK STATE. Special report, Number 14. Alexander, Frank D. New York St. Univ., Ithaca. Coll. of Agriculture at Cornell Univ. New York St. Univ., Ithaca. Coll. of Home Economics at Cornell Univ. May 68 47p.

ABSTRACT: In an attempt to learn whether the human relations emphasis in a series of study groups influenced the opinions of farm operator participants concerning farm labor, 61 operators were pretested and posttested with a 37 item test on work incentives and motivation, perception and attitudes, salary and fringe benefits, and management problems and practices. These farmers were relatively young and well educated, had fairly large enterprises, and employed many laborers. The farmers' mean score rose from 64.1 percent to 71.5 percent. Positive changes in farm labor opinions were significantly related to types of farming (dairymen tended to be surpassed by others), but not to age, value of gross sales, or man days of labor employed. The document includes 13 tables, the opinion test, and statistics on test items. (ly)

79. AC 001 504 LEADERSHIP IN SMALL MILITARY UNITS, SOME RESEARCH FINDINGS. (Presentation at NATO Defense Psychology Symposium of Group Productivity, Paris, France, Aug 1960). Lange, Carl J. George Washington Univ., Washington. HumRRO. Prof. Paper 24-67 DA-44-188-ARO-2 Jun 67 20p.

ABSTRACT: The effect of a leader's actions on his followers in small military units was the subject of several research studies conducted to explore the nature of the leadership process, with the ultimate goal of developing training that would use improved presentational materials and would be based on leadership doctrine with demonstrated validity. The results of the studies emphasized the leader's active role in facilitating and motivating effective performance and minimizing disruptive influences. A framework for leadership training concepts was formulated. (The document includes a table and five references.) (This document, AD-654-345, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

80. AC 002 038 EVALUATION OF THREE EXPERIMENTAL SYSTEMS FOR NON-COMMISSIONED OFFICER TRAINING. Hood, Paul D. * and others George Washington Univ., Washington, D.C. HumRRO TR-67-12 U.S. Dept. of the Army. Chief of Res. and Development, sponsor DA-44-188-ARO-2 AD-661-613 Sep 67.

ABSTRACT: In research on junior NCO leadership preparation for advanced basic Army trainees, a large scale experiment contrasted three leadership training treatments and two control treatments. These were systematically applied to each of five companies in a single battle group at an Army training center in 1961. The study involved more than 400 trainee leaders, 4,000 followers, and 145 cadre organized in more than 20 cycles and 80 platoons. Intensive analysis of 21 selected criteria indicated that, among other findings, trained leaders received higher ratings, they and their followers performed better on military proficiency tests, their squads showed higher esprit, and they prepared, briefed, and controlled their squads better on a tactical field exercise. They also held more favorable attitudes toward the Army, although their followers tended to be less favorable toward the Army and toward trainee leaders. Among the leader training treatments, both criterion measures and administrative considerations indicated that a leader preparation course (LPC) training system was preferred over leadership training integrated with advanced individual training. (Included are charts and tables and 20 references.) This document, AD-661-613, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 65 pages. (author)

81. AC 002 159 EFFECTS OF MANAGEMENT DEVELOPMENT ON MANAGER BEHAVIOR AND SUBORDINATE PERCEPTION. Schwarz, Fred C. * and others 68.

ABSTRACT: As a result of cooperative planning between the University of Wisconsin Management Institute and a large insurance company, 57 top managers were given a two unit management development program. Group B began training five months after Group A. The workshop sessions included discussions, case studies, buzz groups, and role playing. In phase one, which measured the amount and kind of behavior change and subordinates perception of change, subordinates of the trained supervisors completed the Leadership Behavior Description Questionnaire. In phase two, all participants were interviewed by means of the open-ended critical incident technique. Group A managers were less production centered and less oriented toward their superiors, which suggests greater concern on their part with good worker relationships or with establishing a climate conducive to better production. Group B managers were perceived as becoming more active, defining tasks more clearly, and stressing production. Group A training may have affected Group B because of daily contacts between groups. This document appeared in two parts in Training and Development Journal, Volume 22, Numbers 4 and 5, April and May, 1968. 16 pages. (ly)

82. AC 002 266 LABORATORY TRAINING AND SUPERVISORY ATTITUDES (In Psychological Reports, 20(2)/618, 1967). Asquith, Ronald H. * Hedlund, Dalva E. 67 1p.

ABSTRACT: The Leadership Opinion Questionnaire and the Supervisory Index were administered to 20 management trainees before and after a special training program which included a one week T-group. Only one of the six subtests on both scales showed a significant change. Laboratory training did not produce attitudinal changes in trainees which were detectable by these instruments. The document includes two references. It appeared in Psychological Reports, Volume 20, Number 2, 1967. (author/ly)

83. AC 002 131 ANOTHER LOOK AT HUMAN RELATIONS TRAINING, LEADERSHIP STYLE AND INCREASED PRODUCTIVITY (In Training and Development Journal, 22(2)/2-10, Feb 1968). Hunt, J. G. Feb 68 9p.

ABSTRACT: Research in leadership training and its relationship to increasing the productivity of a firm is discussed. Studies in human relations training reveal that supervisory behavior can be changed, and that there is a lack of measurement of productivity and a need for careful training evaluation. Fiedler has developed a model which identifies two leadership styles—task oriented, in which satisfaction is gained through successful task completion, and human relations oriented, in which satisfaction is gained from successful interpersonal relations. When dimensions of a group or task situation are measured, an evaluation of appropriate leadership style can be made. The three dimensions of leader-member relations, task structure, and position power are combined in eight different combinations to measure favorableness toward the leadership style. To test this model in a business organization, data were obtained from five samples in three organizations. Results were in the direction predicted by the model in all but one case. These findings can best be used in training to vary the kind of leadership training according to the groups task and to train supervisors to diagnose group tasks in terms of the model so they can modify their leadership style. This document appeared in Training and Development Journal, Volume 22, Number 2, 1968. (pt)

84. AC 002 008 THE EFFECTS OF PARTICIPATION TRAINING ON CLOSED MINDEDNESS, ANXIETY, AND SELF CONCEPT. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). Imbler, Irene Est 67 3p.

ABSTRACT: Small-group discussion, to train members to work as a learning team, was used to investigate changes in closed mindedness, anxiety, and self concept. Seventeen male labor union members, enrolled in a twelve week Resident Labor Education Program at Indiana University, were randomly assigned to an experimental group which attended a twelve week, two hour session training course, and to a control group which attended regular classes in the labor program. A third control group received no treatment. The Rokeach Dogmatism Scale, Taylor Manifest Anxiety Scale, and Butler-Haigh Q Sort were administered to all groups before and after the program. Results indicated that (1) no significant differences existed in the characteristics after the treatment period, (2) change in the predicted direction occurred in the experimental group in all characteristics and in anxiety in the first control group, (3) no significant positive correlation existed between closed mindedness and anxiety, and (4) a negative correlation did exist between closed mindedness and anxiety and a positive self concept. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (pt)

85. AC 002 563 PERSONALITY AND THE "LABORATORY STYLE." Steele, Fred I. 68.

ABSTRACT: Much laboratory training assumes that all individuals have adequate skills for learning from immediate experience. This study is based on the alternate premise that this type of learning requires a scientific posture toward one's world, and that this posture may be much more difficult for some personality types than for others. The author investigated this premise, using the Sensation-Intuition Scale of the Myers-Briggs Type Indicator (1962), and assuming that the Intuitive (N) mode of perception would be more facilitative of operation in the "laboratory style" than the Sensation (S) mode. Using three laboratory populations, it was found that the S-N scale does predict tendencies toward laboratory interpersonal value orientations (as measured by the Managerial Behavior Questionnaire) and ratings of effectiveness in a T group. The scale was found less effective in predicting actual change. Several implications for laboratory selection and design are suggested. This article appeared in The Journal of Applied Behavioral Science, Volume 4, Number 1, Jan/Feb/Mar 1968, pp. 25-46. (author)

SEE ALSO: Section XII D, Leadership training; 44, adult religious education program; 96, cultural training for Indian interactions; 101, confrontation technique in management education.

F. Programmed instruction

86. ED 015 432 PROGRAMED INSTRUCTION IN ADULT EDUCATION (Current Information Sources, 15). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Feb 68 EDRS PRICE MF-$0.25 HC-$1.12 26p.

ABSTRACT: This annotated bibliography contains 39 indexed and abstracted entries on programed instruction in adult education, including research and evaluation studies, testing, programs, textbooks, and bibliographies. The documents processed, with few exceptions, are all dated 1966 or 1967. (sg)

87. AC 001 447 COMPARISON OF THREE MODES OF INSTRUCTION FOR THE OPERATION OF A COMPLEX OSCILLOSCOPE. Folley, John D. * and others. Applied Science Associates, Inc., Valencia, Pa. AMRL-TR-66-195. AF-33-615-1414 Mar 67 71p.

ABSTRACT: A field experiment was conducted to compare the effectiveness of three modes of instruction in the use of the AF 180 oscilloscope (Tektronix 545A). Skilled electronic technicians of the U.S. Air Force Security Service served as subjects. One group was trained with an audiovisual instructional program, and a second group with a book form of the same program. The program combined verbal instruction and responses with practice on an oscilloscope. A third group was trained in the traditional manner in a laboratory. Analysis of variance on test scores indicated superiority of both forms of the program over the conventional instructions with no difference in effectiveness between programs. Electronic aptitude, as measured by the Airman Qualifying Examination (AQE), correlated significantly with test scores for the conventionally trained group and for all subjects together. (The document includes five tables and four figures.) (This document, AD-654-004, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

88. AC 001 552 PROGRAMMED INSTRUCTION IN THE BRITISH ARMED FORCES, A REPORT ON RESEARCH AND DEVELOPMENT. Wallis, D. * and others. British Ministry of Defence, London (England). 67 53p.

ABSTRACT: The British armed services have applied programing in scholastic subjects. A marked improvement in the technology of training has resulted in the development of a more systematic derivation of training objectives, closer assessment of knowledge and ability of potential students, and more accurate specification of contents, methods, and materials for training efficiency in terms of performance standards and cost effectiveness. Adaptive teaching machine systems are successful in instruction of keyboard and radar skills, fault finding and general comprehension, while computer-based instruction systems are utilized in acquisition of knowledge. Widespread use of programing would improve training by reducing demands on instructors and instruction time, increasing knowledge and proficiency, and the number of trained personnel. Future military research must deal with such problems as—developing new programing styles and devices and more suitable criteria for judging program effectiveness, and evaluating the role of the instructor. (The document includes a fold-out table of classification of training areas and instructional methods). (This document is available from Her Majesty's Stationery Office, London (England). (pt)

89. AC 001 608 EVALUATING PROGRAMMED INSTRUCTIONAL TECHNIQUES (In California Journal of Educational Research, 18(1)/49-59, Jan 67). Hampton, John D. 11p.

ABSTRACT: A linear and a branching programed textbook were compared for effectiveness with each other and with a conventional textbook. Six groups of 82 airmen each studied educational principles under the three formats. Student achievement in learning was measured by both multiple-choice and constructed-response tests. Immediate achievement was measured by a posttest given upon completion of the learning task. Analysis of variance of the posttest scores revealed the following—both programed textbooks produced significantly superior achievement and retention over the conventional textbook, but neither program proved superior to the other as measured by the two modes of testing. Results suggest that an evaluation of programed learning techniques must consider the variables of tests, statistical analysis, and the meaning of terms. (The document includes charts and tables.) (This article appeared in the California Journal of Educational Research, Volume 18, Number 1, January 1967, published by the California Teachers' Association, 1705 Murchison Drive, Burlingame, California). (author/ly)

90. AC 002 599 PROGRAMMED INSTRUCTION FOR INSTITUTIONALIZED OFFENDERS, CONTINGENCY MANAGEMENT AND PERFORMANCE CONTRACTS. Clements, Carl B. * McKee, John M. Rehabilitation Research Foundation, Elmore, Ala. Nat. Institute of Mental Health, sponsor. Jun 68 7-R11-MH02529-02.

ABSTRACT: Contractual agreements and contingency management procedures were used to increase the productivity of 16 prison inmates studying programed instructional materials. Subjects agreed to complete a progressively greater number of frames per week during an evaluator management phase. Work was assigned daily by means of a performance contract. During a subsequent self-management phase, subjects agreed among themselves to produce more frames than they had completed during the baseline. After completing a unit of work in each phase, subjects were allowed a 15 minute period in which they could select an item from a reinforcement menu or return to the study area. Under contingency management procedures, subjects successfully completed work assigned at first by the evaluator and later by themselves. Greater work efficiency accompanied increased amounts of work. Total daily time in the work area decreased and the number of frames completed per hour rose. Test performance was better during the contingency management phases than in the baseline phase. Included are two tables and 13 references. This document appeared in Psychological Reports, Volume 22, 1968, pages 957-964. (authors/ly)

91. AC 000 722 A COMPARISON OF THE EFFECTIVENESS OF BOOK AND AUDIO-VISUAL PRESENTATION OF TWO PROGRAMS (In Aspects of Educational Technology, Proceedings of the Programed Learning Conference, Loughborough, England, Apr 15-18, 1966, pp. 469-479). Davison, M. C. * and others. 67 13p.

ABSTRACT: The aim of this experiment was to investigate whether the audio presentation of programs might not be as effective as the more conventional visual presentation. A simple audio teaching machine was constructed which allowed for self-pacing by automatically stopping at the end of each frame and restarting when the student pressed a button. Two linear programs were put in audio form—1) "Factors" by F. H. George (95 frames) for children aged 10-12, and 2) "How to read a work ticket" (130 frames) for adults at Clarks Ltd, Street. Compared to results using books it was found that the audio-visual programs took significantly longer, but resulted in a significantly higher gain in the "Factors" program and a significantly lower error rate in the Clarks program. No other significant differences between means were found. For various reasons this was regarded as encouraging to the idea of audio programming. (author)

92. AC 000 615 A NOTE OF CAUTION ON LISTENING TRAINING, STUDY SHOWS POSSIBLE FALSE IMPRESSIONS AND OVER-EVALUATION (In Training and Development Journal, 21(5)/23-28, May 67). Crawford, Harold E. May 67 6p.

ABSTRACT: Honeywell used an audio-programed course in listening skills, consisting of a series of taped statements of varying lengths and complexity, with considerable noise, and the trainee made a written or oral response. It took 2 and 1/2 to 3 hours to complete plus an additional half hour for pre- and post-testing. The first group showed two-fold to three-fold increase in average scores. With another group of employees, the pre- and post-tests were reversed, and it was found that the average score at the end of the program was lower than at the beginning. It was concluded that the post-test was easier than the pre-test. Two persons at Honeywell took the pre-test and immediately the post-test (with no training) and showed better than a two-fold increase. A comparison of the tests showed that there were different numerical point values for correct responses. There was greater mathematical probability that the trainee would score better on the post-test. Adverse consequences of this include false impressions of amount of learning and an over evaluation of the course. Some improvement was achieved by the training but caution is urged in selecting training programs for listening skills. (This article appeared in Training and Development Journal, monthly journal of the American Society for Training and Development, 313 Price Place, P.O. Box 5307, Madison, Wis. 53705). (eb)

93. AC 002 039 EVALUATION OF AN INDIVIDUALLY PACED COURSE FOR AIRBORNE RADIO CODE OPERATORS. Final Report. Johnson, Kirk A. * Baldwin, Robert O. U.S. Naval Personnel Research Activity, San Diego, Calif. STB-67-3 U.S. Navy, Washington, Chief of Naval Personnel Proj-PF017034003 AD-661-859 Aug 67.

ABSTRACT: In this study comparisons were made between an individually paced version of the Airborne Radio Code Operator (ARCO) course and two versions of the course in which the students progressed at a fixed pace. The ARCO course is a Class C School in which the student learns to send and receive military messages using the International Morse Code. The individual pacing was achieved through the use of programed instruction booklets and audio tapes. One of the fixed pace versions was the conventional course in which the programed booklets were not used. The other was a course in which the instructional materials were exactly the same as those used in the individually paced version. The individually paced course required 16 percent less time than the conventional course and nine percent less time than the fixed pace course in which the programed booklets were used. These reductions in course length were purchased at the cost of small, unreliable losses in the final average—1.44 and .75 points respectively. There were some indications that this evaluation might have provided a somewhat conservative estimate of the gains that can be realized through the use of individual pacing. (This document, AD-661-859, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 22 pages). (author)

94. AC 001 659 THE EXPERIMENTAL ANALYSIS OF PERFORMANCE ON PROGRAMED INSTRUCTION (In Journal of the National Society for Programed Instruction, 6(10)/10-13, Dec 67). Berman, Mark L. 4p.

ABSTRACT: Evaluations were made of the effects of adjusting schedules of reinforcement to provide differential consequences for such performance factors as speed and accuracy. In one study, using programed English materials with Yaqui farm workers, errors increased when a time criterion, but no error criterion, was used. In another study, which involved college students, use of a time criterion led to significantly greater speed and lower accuracy, while the absence of the time criterion led to a decrease in speed and a significant (12 percent) rise in accuracy. Reinforcement through points achieved was a stronger incentive for the Yaqui Indians than for the students. The third study, which provided small monetary incentives for its college student subjects, was designed to assess the effects of different step sizes used in the adjustment schedules, and relative preferences for working under speed criteria or accuracy criteria. Subjects in this study clearly tended to choose the error criterion—that is, to work accurately rather than quickly. With smaller error step sizes, the preference for accuracy was greater, and the number of switches between criteria was less. When the criteria adjusted in small steps, it was easier to control both speed and accuracy. (Proposed topics for research are indicated). (ly)

95. AC 001 623 COMPARISON OF CONVENTIONAL AND PROGRAMMED INSTRUCTION IN TEACHING COMMUNICATIONS PROCEDURES. Johnson, Kirk A. * and others. U.S. Naval Personnel Research Activity, San Diego, Calif. NPRA-STB-67-20 Proj-PF017034001 May 67 22p.

ABSTRACT: In this study, the third in a series evaluating programed and conventional instruction in the schools of the Naval Air Technical Training Command, a comparison was made between two versions of the Airborne Radio Code Operator (ARCO) course. In the conventional version, military communications procedures were taught by means of lecture discussion sessions. In the other version, this same material was taught by means of programed booklets. The students in the program version required a total of 14.5 hours to cover the material, as opposed to a total of 30 hours for the lecture discussion sessions. This afforded a savings of better than 50 percent over this particular part of the course and a savings of two days in the total length of the course. Mastery of the materials was measured by two special tests. On the multiple choice test, the conventional group was found to be slightly better than the program group. On the short answer test, the program group was found to be slightly better than the conventional group. The difference favoring the program group was somewhat larger than that favoring the other group. (The document includes seven tables). (This document, AD-656-894, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

96. AC 001 621 TRAINING TASKS AND MEDIATOR ORIENTATION IN HETEROCULTURAL NEGOTIATIONS. Nayar, E. S.K. * and others. Illinois Univ., Urbana. Group Effectiveness Research Lab. TR-54(67-10) U.S. Dept. of the Navy. Group Psychology Branch. NONR-1834-36 NR-177-472 May 67 28p.

ABSTRACT: The study investigated the effects of cultural training, mediator orientation, and task characteristics upon heterocultural negotiation. Indian and American subjects negotiated child rearing issues under three American training conditions (culture assimilator versus traditional versus irrelevant training), three mediator conditions (high versus moderate versus low LPC), and two task conditions (formal versus informal negotiations). Results from 36 teams consisting of one American negotiator, one Indian negotiator, and an American mediator suggest the following—(1) intergroup relations are facilitated when one member of the negotiating group has received cultural training, and programed (assimilator) training is more effective than traditional essay training—(2) intragroup relations are facilitated if the negotiators are not required to defend positions formally assigned to them, but are free to interact without such formal restraints—and (3) when the task is formal, the negotiators are most effective if the mediator is oriented toward maintaining harmonious relations (high LPC). If the situation is informal, the negotiators are most effective if the mediator is more task-oriented (low LPC). (This document, AD-657-353, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

97. AC 001 626 PROGRAMMED INSTRUCTION AS A METHOD OF TEACHING PAIRED ASSOCIATES TO OLDER LEARNERS. Reprint from Journal of Gerontology 22(2), Apr 1967. Chown, Sheila * and others 67 8p.

ABSTRACT: Fifty-six trainee postal sorters aged 20 to 34 and 55 aged 35 to 49 were given 20 village/county associations to learn in 12 minutes from one of two linear programs. Both programs used cumulative-part presentation, but one embodied "discovery" frames and the other demanded straight rote learning. Subjects were tested immediately after the program and again three days later. The older subjects learned and retained more from the "discovery" program than from the rote learning one, but the younger subjects did equally well after either program. No age discrepancies in learning occurred with the "discovery" program but there was a clear age decrement on the rote learning program. It is concluded that the element of discovery enables older subjects to learn associations as well as younger men, but that "discovery" neither helps nor hinders the younger men. (author/aj)

98. AC 001 057 USE OF PROGRAMED INSTRUCTION FOR ORIENTING NEW EMPLOYEES TO COMPANY BENEFITS (In Personnel Journal, 46(6)/344-347, Jun 67). Neidt, Charles O. * Sears, Eugene. 6p. tables. bibliog., p. 347.

ABSTRACT: The effectiveness of familiarizing new employees with company benefits by programed instruction, as compared to the conventional lecture-reading-discussion method, was tested at six regional offices of the State Farm Insurance Company.

SEE ALSO: 34, programmed versus conventional training in Navy technical course; 167, foreign language and literacy training; 191, 192 basic education of youthful offenders.

G. Role playing, simulation

99. AC 001 407 BUSINESS GAMES VS. CASES AS TOOLS OF LEARNING, RESULTS OF RESEARCH AT UNIVERSITY OF COLORADO (In Training and Development Journal 21(10)/13-23, Oct 1967). Moore, Larry F. Oct 67 11p.

ABSTRACT: As a teaching device, the management game possesses unique features—direct feedback of decision results and sequential decision-making. The business game and case method are closely related. Both define a collection of data, afford practice in the use of analytical tools, expose trainees to decision-making under conditions of uncertainty, and illustrate the actions of competitors. Attempts to compare the teaching effectiveness of games and cases carried out at Harvard and Northwestern Universities showed no significant differences between the two methods. In another attempt at evaluation, two groups of business students at the University of Colorado used five games and five corresponding cases and were tested at the end of their course. Test results did not support the proposition that games are more effective from the standpoint of learning, in fact, they showed some aspects of learning to be better achieved through the case method. While these studies were not meant to measure motivation, the results suggest that game players are not strongly motivated to learn the basic concepts underlying the game but rather become preoccupied with "beating the system" or with competing against each other. The case method, on the other hand, may provide an atmosphere more suitable to the examination of key issues. (This document appeared in Training and Development Journal 21(10)/13-23, Oct 1967.) (aj)

100. AC 002 147 SIMULATION EXERCISES IN AREA TRAINING. Paper presented in a symposium at the 1965 Army Human Factors Research and Development Conference. Stewart, Edward C. George Washington Univ., Washington, D.C. HumRRO. PP-39-67 DA-44-188-ARO-2 AD-660-012 Sep 67.

ABSTRACT: Special techniques and content are being developed to supplement current area training programs. Simulation was chosen as the technique, and exercises were developed whose content emphasized the American culture and the foreign, host culture. These evolved as a confrontation between American cultural assumptions and values and a contrasting set, conceived for training and research purposes only, called contrast American assumptions and values. When accompanied by appropriate introduction and critique, these exercises hold promise of achieving their training objectives. The document, AD-660-012, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 11 pages. (author)

101. AC 002 077 CONFRONTATION AS A TRAINING DESIGN IN COMPLEX ORGANIZATIONS, ATTITUDINAL CHANGES IN A DIVERSIFIED POPULATION OF MANAGERS (In Journal of Applied Behavioral Science 3(4)/525-547, Dec 1967). Golembiewski, Robert T. * Blumberg, Arthur Dec 67 23p.

ABSTRACT: The confrontation technique has been used successfully in training designs in complex organizations, and this study, in which the technique induced favorable attitudinal changes in the marketing area of a large firm, reinforces and extends existing experience. The design required the exchange of "images" between individuals or organization units. The public sharing of these data apparently reduced the amount of unfinished business, freed up organization members, and led to favorable attitude changes. The design and results of this study are distinguished from other reports in the literature, particularly in four senses—(1) it dealt with several functionally related departments, (2) it encompassed several hierarchical levels down to the first level of field supervision, (3) the cooperation of the participants permitted an unusually wide variety of data to be gathered, and (4) the confrontation experience was part of a large and long-range program of organization change. (This article appeared in The Journal of Applied Behavioral Science, Volume 3, Number 4, Oct/Nov/Dec, 1967, pp. 525-547.) (author/aj)

102. AC 002 365 EXPLORATION OF SIMULATION AS A RETIREMENT EDUCATION TECHNIQUE. Final Report. Sprague, Norman * Boocock, Sarane Spence National Council on the Aging Inc., New York, N.Y. U.S. Office of Education, Washington, D.C. Div. of Adult and Vocational Res. Nov. 67 OEG-1-7-078249-2804 24p.

ABSTRACT: A pilot project explored the adaptation of simulation techniques to four retirement problems—financial position, physical environment (housing choices), health, and social environment (planning and gaining skills before retirement). A preliminary model of a game in retirement finance presents players with three investment situations—savings certificates, common stock, and life insurance. There are two groups of players—household decision makers and financial agents. In ten two-year periods representing the age span 45-65, players allocate disposable income to maximize assets by age 65. The financial agents (savings and loan association manager, stockbroker, and three life insurance agents selling term, endowment, or straight life) compete for the householder's income. A coordinator determines each player's bi-annual score, oversees the selection of chance cards, and updates the economic index. Field tests, based on the Consumer game, indicated that the simulation technique is effective among older workers. Research will continue under the National Institute of Industrial Gerontology, being established by the National Council on the Aging, to produce a well-designed sequence of games to give practice in relating problems so that players can arrive at a combination of decisions to fit their needs and resources. (Document includes three figures.) (aj)

SEE ALSO: 109, training time in aircraft simulator.

H. Other

103. AC 001 653 LEARNING WITHOUT A TEACHER, A STUDY OF TASKS AND ASSISTANCE DURING ADULT SELF-TEACHING PROJECTS. Educational research series, no. 3. Tough, Allen M. Ontario Institute for Studies in Education, Toronto 67.

ABSTRACT: Condensed from a Ph.D. dissertation, this document reports a study of 40 college graduates who had conducted a self-teaching project, to find out what teaching tasks are performed by self-teachers, who helps them, and what difficulties they experience. By use of an interview questionnaire, data were gathered about the degree to which they had performed each of 12 such tasks of a teacher as deciding about a suitable place, deciding when to learn and for how long, obtaining resources, and dealing with difficulty in understanding. The data supported the hypothesis that self-teachers can and do perform several tasks of a teacher. Each task was performed in a number of projects and in at least a few projects frequently. Each subject used at least four assistants. The results suggest that many adults can teach themselves effectively. Sixteen tables summarize responses according to tasks and types of assistants. Appendixes duplicate interview materials and detail more research possibilities. A bibliography is included. This document is available from the Ontario Institute for Studies in Education, 102 Bloor St., West, Toronto, 5, Ontario, for $1.75. 99 pages. (rt)

104. AC 000 868 THE EFFECT OF GROUP DISCUSSION AS A LEARNING PROCEDURE ON THE ADAPTIVE SOCIAL BEHAVIOR OF EDUCABLE ADULT MENTAL RETARDATES (Ed.D. thesis). Dollins, Curtis N. Indiana Univ., Bloomington. Jun 67 189p.

ABSTRACT: This investigation measured changes in the adaptive social behavior of adult, educable mental retardates in an Indiana state hospital as a result of participation in experimental group discussions, using a behavior scale developed for this study. The subjects were 18 to 45 years old, male and female, with the measured intelligence level within -1 to -3 standard deviations from the acceptable intelligence range as estimated from normal population parameters. There were 74 subjects, 35 in experimental groups and 39 in control groups. The investigator acted as trainer in 20 1-hour discussion sessions over a 3-month period. Subjects were randomly selected from 2 pools according to whether or not they had had community placement experience. Findings—group discussion appears to produce a greater amount of adaptive social behavior change among the subjects who had no community placement experience. There appears to be no advantage in arranging for groups that are heterogeneous in respect to community placement experience. The experimental groups all gained in their adaptive social behavior skills according to the behavior scale. Thus, it would appear that group discussion helps institutionalized educable, adult mental retardates to continue to use learned social skills. Recommendations for further research include the need for more accurate measurement instruments. (author/aj)

105. AC 001 927 TEAM TRAINING. Final Technical Report Feb 1966-Feb 1967. Briggs, George E. * Johnston, William A. Ohio State Univ., Columbus. Human Performance Center N61339-1327 Naval Training Device Center, Orlando, Fla. NAVTRADEVCEN-1327-4 AD-660-019 Jun 67.

ABSTRACT: This is the final report on a four-year program of laboratory research on team training in a Combat Information Center (CIC) context. The research literature on team training is reviewed, and a set of conclusions is drawn with regard to team performance as a function of task, training, and communications variables. In addition, the implications from this research are presented with regard to a specific team training device—the 15F5 device which is used to teach tactical skills in the context of an airborne tactical data center. The appendixes contain full descriptions of three laboratory studies not reported previously in the literature. This document, AD-660-019, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 21151. Microfiche $0.65. Hard copy $3.00. 79 pages. (author/aj)

106. AC 001 565 COMPUTER ADMINISTERED INSTRUCTION VERSUS TRADITIONALLY ADMINISTERED INSTRUCTION, ECONOMICS. Kopstein, Felix F. * Seidel, Robert J. George Washington Univ., Washington, D.C. HumRRO. RPP-31-67 DA-44-188-ARO-2 Jun 67 43p.

ABSTRACT: An attempt is made to assess the economics of computer assisted instruction (CAI) versus traditionally administered instruction (TAI) in controlling the structure of the learner's stimulus environment in teaching and training situations. There is a discussion of the need for a sound, objective economic appraisal of the value to society of increments in the breadth and depth of education in the population, and of the influence of varying rates at which these increments are brought about. The necessity for reliable, objective information concerning cost data is emphasized. Projected comparisons of cost and effectiveness based on the assumption of equal effectiveness for CAI and TAI are discussed for civilian and military instruction. In particular, the five studies of military technical training stress costs per student hour, and illustrate the problem of obtaining accurate cost figures for military instructional expenditures. (Also included are five figures, eight tables, and 21 references). (This document, AD-656-613, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

107. AC 002 040 AN EXPERIMENT IN BASIC AIRBORNE ELECTRONICS TRAINING, PART IV—EFFECT OF REDUCTION IN TRAINING TIME ON FLEET PERFORMANCE. Final Report. Baldwin, Robert O. * and others. U.S. Naval Personnel Research Activity, San Diego, Calif. STB-68-2 U.S. Navy, Washington. Chief of Naval Personnel Proj-PF017034002 AD-661-858 Aug 67.

ABSTRACT: Three preceding reports presented the effects of shortening training time in Avionics Fundamentals and Aviation Electronics Technician (Radar) training upon the final comprehensive examination in these courses and upon performance in a subsequent equipment course. This report compares the on the job performance of graduates from four groups matched on the basis of grades made in a short course taken prior to training in aviation electronics. Each group received different lengths of training. In general, fleet performance was affected by the length of training—the longer the training, the better the performance. Shortening the fundamental electronics course appeared to affect on the job performance more than shortening the equipment course. However, the fundamentals course was five weeks shorter while the equipment course was three weeks shorter. While the groups differed on the final examination according to the length of the course, the difference in scores was undefined in terms of on the job performance. (This document, AD-661-858, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 27 pages). (aj)

108. ED 016 895 AN INVESTIGATION OF EXISTING OUTDOOR DRAMA TECHNIQUES AND A DETERMINATION OF METHODS TO IMPROVE TRAINING. Research report. Sumner, Mark R. North Carolina Univ., Chapel Hill. Institute of Outdoor Drama BR-6-8003 67 OEC-6-10-301 EDRS PRICE MF-$0.75 HC-$5.32 133p.

ABSTRACT: Under a U.S. Office of Education grant, an investigation was made of techniques and procedures used in long term community sponsored epic presentations by major outdoor historical and classical drama companies operating in the United States. The principal findings are based on 83 on the spot surveys and interviews with directors and staff members of twenty outdoor drama companies during summer operations. A review was made of 33 performances of 24 productions of outdoor drama in locations throughout the nation. Nineteen plays were historical and 16 of these were written specifically for the locale of presentation. Advance planning procedures, organization, writing of plays, amphitheater costs, audiences, company operation, the feasibility, scope, and costs of production, special problems of outdoor production, and rehearsals and performance were considered, together with suggestions for special training in speech, physical movement, background research, and discipline for performers in college drama courses. The document includes lists of interviews, and sample articles of incorporation and by-laws. (ly)

VIII. INSTRUCTIONAL MATERIALS

SEE: 168, adult literacy materials; 170, adult vocational literacy materials; 172, evaluation of packaged materials in adult basic education; 177, abstracts of instructional materials in vocational training.

IX. INSTRUCTIONAL DEVICES

109. AC 001 573 A STUDY OF SIMULATOR CAPABILITIES IN AN OPERATIONAL TRAINING PROGRAM. Meyer, Donald E. * and others. Aerospace Medical Res. Lab. Wright-Patterson AFB, Ohio. R-AMRL-TR-67-14 May 67 Proj 1710 Task 171003 54p.

ABSTRACT: The experiment was conducted to determine the effects of simulator training to criterion proficiency upon time required in the aircraft. Data were also collected on proficiency levels attained, self-confidence levels, individual estimates of capability, and sources from which that capability was derived. Subjects for the experiment—48 airline captains transitioning into the DC-8 aircraft—were equally assigned to experimental and control groups. Subjects in the experimental group were trained in the DC-8 simulator for as much time as required to satisfy their instructors that they could perform the required maneuvers in the simulator at the same level of proficiency required to pass the final qualifications check in the aircraft. The control group was trained using the standard curricula which required a fixed time in the simulator. Data obtained from student reactions to questionnaire items are interpreted to indicate that simulators can be used to reduce requirements for training time in aircraft, and to evaluate performance that is indicative of performance in the aircraft. (The document includes four appendixes and 13 references.) (This document, AD-656-308, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

110. AC 001 359 DEVELOPMENT OF CRITERIA AND METHODS FOR EVALUATING TRAINER AIRCRAFT EFFECTIVENESS. Kusewitt, J. B. LTV Aerospace Corp., Dallas, Tex. Vought Aeronautics Div. R-2-55100/7R-50392 NOW-66-0410 Mar 67 236p.

ABSTRACT: The purpose of this study was to develop a method for determining objective measures of trainer aircraft effectiveness to evaluate program alternatives for training pilots for fleet fighter and attack-type aircraft. The training syllabus was based on average student ability. The basic problem was to establish quantitative time-difficulty relationships. The Time Demand method was developed during the study and applied at the individual subtask-incremental time level. It was found that the landing approach operation was the primary determinant of aircraft phasing in training. A plot of landing approach complexities versus stage completion time revealed a mathematically definable average learning curve with a high correlation of data points. Other training stage complexities also correlated well with this curve. Estimates of the time implications of trainer aircraft, together with additional types of analyses, led to various conclusions on the flight training problem. The proposed utilization period for this methodology is 1968-78. (This document, AD-651-421, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

SEE ALSO: 105, team training device in aircraft tactical skills.

X. ADULT EDUCATION PERSONNEL

A. Teachers, leaders, change agents

111. AC 001 671 A DESCRIPTIVE SURVEY OF TEACHERS OF PRIVATE TRADE AND TECHNICAL SCHOOLS ASSOCIATED

WITH THE NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS (Ed.D. thesis). Johnson, Elouise L. George Washington University, Washington. School of Education Feb 67 103p.

ABSTRACT: Through a three phase study—literature review, examination of state qualifications for teachers in private trade schools, and a questionnaire survey of teachers in the 107 members of the National Association of Trade and Technical Schools—a profile of the trade school teacher was drawn. He is male, 36 to 55 years old, enters teaching by direct recruitment after at least eight years work experience, is active in curriculum and test development, and uses a variety of visual aids. He has two classes of 30 students each. The two-thirds who teach full time work 32 hours a week and spend seven hours of personal time in preparation. High school was completed by 99 percent, while 62 percent had one or more years of college. One-fourth are currently taking trade or teaching methods courses. Thirty teachers reported more than 20 years teaching experience, 123 more than ten years, and 78 one year. Pre-service teacher training was usually obtained through supervised teaching. (The questionnaire was returned by 726 teachers, representing 40 percent of the 1,674 teachers and 61 percent of the schools surveyed.) (Document includes summary of state statutes, data tabulations, a bibliography, and research recommendations.) (This was an Ed.D. thesis submitted to George Washington University. It is available from University Microfilms, Ann Arbor, Michigan). (aj)

112. ED 012 881 PREDICTION OF ADULT EDUCATORS' ATTITUDES TOWARD INSTITUTIONAL CHANGES. Final Report. Apel, John D. Chicago Univ., Illinois. BR-6-8075 U.S. Office of Education. Bureau of Research. Apr 67 OEC-3-6-068075-0843 EDRS PRICE MF-$0.25 HC-$1.00 25p.

ABSTRACT: Maintaining flexibility in educational programing, necessary to meet the changing needs and social problems of the adult student, calls for staff members' willingness to adapt to change. Thus, predicting the attitudes of adult educators toward institutional change is a significant concern. This research tested the notion, drawn from psychological, sociological, and administrative theory, that an individual's personality or value system is a less adequate measure of his attitude toward change than is his perception of the effects of change on his personal interests and institutional goals. Data, collected by means of a questionnaire administered to 406 staff members of the University of Missouri Extension Division, were analyzed statistically by factor analysis. The Rokeach Dogmatism Scale was the personality dimension. Results indicated that, while attitude toward change in general may vary from person to person, most people consistently react in different ways to different changes rather than automatically rejecting or accepting all change. The relative importance each attaches to different aspects of the "goodness" or "badness" of each change is paramount. (aj)

113. ED 003 090 ADULT TEACHERS AND THEIR STUDENTS, A STUDY OF EXPECTATIONS, GOALS, AND BEHAVIOR OF TEACHERS AND STUDENTS PARTICIPATING IN "Higher Adult Education." Lennard, Henry L. and others. New School for Social Research, New York, N.Y. BR-5-0072 OEG-1738 EDRS PRICE MF-$1.25 HC-$11.80 295p.

ABSTRACT: Adult education participants and teachers were studied in relation to their roles in an adult education system. The study objectives were to (1) compare teachers' and students' expectations and goals to identify the degree of similarity and dissimilarity in their role conceptions and sources of strain, (2) assess the effect of students' and teachers' social characteristics and motivations for participation upon their reaction to the adult educational experience, (3) relate expectations and goals to patterns of participation, (4) study changes in goals and orientations toward adult education during the course of a semester and to learn what factors influence such changes, and (5) compare objectives and expectations for students who do not maintain continuous participation with those who do. The study was conducted in four institutions offering adult education programs characterized as "higher" or "university type" adult education. Survey questionnaires were administered to 170 teachers and 531 adult students. The data gathered included intensive, qualitative interviews with more than 60 teachers and students. Areas in which conclusions are given include (1) the nature of the students' participation and commitment, (2) clarification of student roles in adult education, (3) polarity of student motives and goals, (4) absence of professional centers for teacher discussion, and (5) adult education as an avenue for educational innovation and experimentation. (hd)

114. AC 000 875 AN ANALYSIS OF THE ASSOCIATION OF SELECTED FACTORS TO JOB PERFORMANCE OF COOPERATIVE EXTENSION AREA-SPECIALISTS (Summary of Ph.D. dissertation). Woeste, John T. Wisconsin Univ., Madison. Kellogg Foundation, sponsor. S. & H. Foundation, sponsor. Jan 67 17p.

ABSTRACT: Cooperative Extension Service's staff includes area specialists who are given more specialized assignments and larger geographic areas to serve than are county agents. This study measured job performance of 13 selected subject specialists in Kentucky and Indiana and 6 county agents in Indiana, who prepared reports using work sampling techniques to give about 350 randomly selected observations each. An interview followed. Findings—the job performance of area specialists is distinctly different from that of county agents and greater understanding of respective duties and responsibilities and more contact between them is needed, specialization in decision making exists in Extension organizations and can be placed on a continuum from completely programmed to unprogrammed, professional personnel are spending time on tasks which could be performed by others, size of area served affects job performance but source of financing does not, inservice training and orientation should reflect differences in staff specialization, and job performance of Extension field personnel can be measured and analyzed through the use of self-reporting work sampling. (aj)

115. AC 002 003 THE INFLUENCE OF SELECTED FACTORS ON THE NORTH CAROLINA COUNTY EXTENSION WORKER'S DEFINITION OF THE ROLE OF COOPERATIVE EXTENSION. (Ph.D. thesis). George, James Dalton Florida State Univ., Tallahassee Dec 67.

ABSTRACT: The purpose of this North Carolina study was to assess the relationship between selected aspects of county extension agents' background and experience (mainly college majors and participation in courses on extension methods) and their definition of the role of Cooperative Extension. Respondents were 334 agents representing 99 of the 100 counties of the state. Role definitions, as measured by a rating scale, formed a continuum ranging from primary stress on agricultural education to a perception of broad adult education responsibility toward farm, rural nonfarm, and urban dwellers. A related variable involved a continuum ranging from emphasis on overall behavior change to emphasis on technical agricultural advisory service only (social science versus agricultural science). Positive relationships were obtained between the broader view of Cooperative extension and the variables of college major, methods course participation and social science orientation, and between educational experiences and social science orientation. Various implications for program administration, planning, and further research were derived. (The document includes 20 tables, four diagrams, and 62 references.) This document will be available from University Microfilms, Ann Arbor, Mich. 180 pages. (ly)

116. AC 002 203 AN OVERVIEW OF PROJECT ENABLE. Manser, Ellen P. * and others Dec 67.

ABSTRACT: Project ENABLE (Education and Neighborhood Action for Better Living Environment) was a one-year project funded by the Office of Economic Opportunity in September 1965 in which voluntary service agencies in 59 cities mounted programs to help poor parents improve child rearing practices, use existing community resources, and identify their most pressing needs through discussion groups and neighborhood contacts, Representatives of three national organizations—Family Service Association, Child Study Association, and National Urban League—worked together to plan the overall program and develop the staff training curriculum. In the training phase, 138 professional staff members were trained in six area institutes in group leadership, community organization, working with poor parents, institutional forces in poverty community, team approach, and orientation and supervision of social work aides. More than 200 individuals recruited from the neighborhoods to be served and trained on the job, worked as social work aides. The ENABLE experience showed that a team approach can be highly effective in dealing with human problems, nonprofessional staff members can provide valuable service, and within poor neighborhoods there is an untapped reservoir of strength and motivation that can make an important contribution to an attack on individual and community problems. (This document was reprinted from Social Casework, December 1967, 8 pages.) (aj)

117. AC 002 093 AN EVALUATION OF 4-H ADULT LEADERS AND THEIR TRAINING IN SEVEN CENTRAL COUNTIES (Masters

thesis). Miller, Standford Keith Indiana Univ., Bloomington Jun 67.

ABSTRACT: A study was made of the capabilities and experience of 4-H Club leaders and of their training. Two mailed questionnaires obtained data from 78 leaders in seven Indiana counties. County extension agents rated the leaders as to experience and capability. Although the more capable 4-H leaders felt they were more adequately trained than the less capable, none of the 78 felt they had received a high degree of training. Less capable leaders valued their training to a higher degree and received a higher percentage of training by attending county district training meetings, while more capable leaders received more training through personal contact with the County Extension Agent. Most training requests were for "how to keep teenagers in 4-H," and "project information and requirements." The more experienced leaders had had greater training in understanding the needs of boys and girls. It was concluded that 4-H club leaders are not adequately trained, do not highly value their training—especially planned sessions, and training requests vary according to experience and capability. This masters thesis is available from Indiana University, Bloomington. (Appendixes include the questionnaire used, rating scale, and survey form). (pt)

118. AC 002 424 CRITICAL COMPONENTS OF THE WORK ENVIRONMENT OF COUNTY EXTENSION YOUTH AGENTS (Ph.D. thesis). Goyen, Loren F. Wisconsin Univ., Madison 22 Apr 68.

ABSTRACT: A study of the work environment of county extension youth agents was designed to learn more about the setting and circumstances of the important tasks that may be associated with effective and ineffective performance in youth work. Through a mail questionnaire reports of 1,425 critical incidents were obtained from 752 youth agents in 14 states. The reports were analyzed in terms of the youth agent's task, persons involved in the incident with the youth agent, the kind of interaction, and the general social climate for the incident. Effective and ineffective incidents were compared and selected agent characteristics were used to study the data. It was found that the task of the youth agents could be classified into five areas and 10 categories. The areas were—program development and execution tasks (47 percent), organizational tasks (21 percent), individual help and counseling tasks (21 percent), interpersonal relationship tasks (9 percent), and public relations task (2 percent). In addition it was found that members of an extension youth group were involved in 45 percent of the incidents and adult leaders in only 17 percent. A general pattern of incidents tended to exist among the 14 states included in the study. (author)

SEE ALSO: 232, relation of attitudes and characteristics to success in 4-H leadership; 233, systems of personnel assignment in extension; 37, extension agent behavior related to effectiveness of advisory committees; 36, liaison between evening and day faculties in junior colleges; 48, characteristics of successful overseas community advisers.

B. Administrators

119. ED 014 239 A STUDY OF THE CRITICAL REQUIREMENTS FOR DIRECTORS IN EDUCATIONAL TELEVISION STATIONS. Adkins, Gale R. Kansas Univ., Lawrence NDEA-VIIA-1360 BR-6-0430 Apr 67 OEG-7-26-0430-395 EDRS PRICE MF-$0.75 HC-$6.20 153p.

ABSTRACT: This research study was designed to answer 3 questions concerning the direction and directors of educational television stations—(1) what elements of director behavior appear most often in judgments of director effectiveness made by TV station management personnel, (2) what are the non-behavioral characteristics (i.e., age, education, work experience) of the directors now employed in a sample group of educational TV stations, (3) what job activities are expected of the directors now employed in a sample group of educational TV stations. Data were collected from management personnel and from 73 directors in a sample of 13 midwestern educational TV stations. Personal interviews were conducted in the stations and the critical incident technique, a job analysis checklist, and a personal data form were used. Of the 310 critical incidents collected, 69 percent involved personal qualities of the director as the critical behavior. The remaining 31 percent of the incidents involved professional knowledge and competence. Statements of critical requirements were formulated. Job analysis data and descriptive characteristics of the directors are presented in 29 tables. (ms)

120. AC 002 490 QUALIFICATIONS AND TRAINING NEEDS OF INDUSTRIAL TRAINING DIRECTORS, RESULTS OF A

STUDY OF ASTD MEMBERS. Gossage, Loyce C. 68.

ABSTRACT: This study investigated the hypothesis that industrial training directors are required to perform educational duties for which they lack suitable organized instruction. Data on training directors' positions and job descriptions, job patterns of training departments, company hiring standards, importance of duties actually performed, preparation (including past employment) for the positions, educational needs, and variations by size of organization and numbers of potential trainees, were drawn from 238 questionnaires. The hypothesis was verified. Moreover, directors employed by large firms were the most likely to be dissatisfied with their own education. Recommendations were made for (1) flexible programs of higher education (preferably graduate) stressing business, education and training, psychology, and communication skills, (2) greater cooperation between schools of education and of business, toward this end, and (3) greater efforts by companies and other organizations to improve, promote, and subsidize continuing education for training personnel. This document appeared in Training and Development Journal, Volume 22, Number 6, June 1968. 11 pages. (ly)

C. Education and training

121. ED 014 670 TRAINING OF ADULT EDUCATION PERSONNEL, 1 (Current Information Sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Dec 67 EDRS PRICE MF-$0.25 HC-$1.16 29p.

ABSTRACT: This annotated bibliography contains 44 indexed entries, almost all with abstracts, on training methods, educational background, attitudes, leadership qualities and functions, role perception, job satisfaction, personnel policy, and organizational climate as related to the training of adult education personnel. Among the fields of endeavor dealt with are public school adult education, literacy and adult basic education, art education, home economics, leadership of 4-H and other youth groups, vocational education, urban extension services to disadvantaged groups, general rural extension, and conference planning. (ly)

122. AC 002 382 A DIRECTORY OF GRADUATE PROGRAMS IN ADULT EDUCATION, COMPILED AS OF JANUARY 1968. Canadian Association for Adult Education, Toronto, Ont. 68.

ABSTRACT: A directory is presented of graduate programs in adult education (interpreted to include agricultural extension, rural and urban leadership training, labor education, industrial training, cooperative education, and community development) in Canada, the United States, Great Britain, and the Commonwealth at large. The degrees or certificates awarded, subject areas or courses, program length in years or credits, financial aid, fees, deadlines for application, and addresses to which applications should be directed are indicated (wherever applicable) for the following universities and colleges—British Columbia, Boston, Toronto, Arizona State, Florida State, Brigham Young, California (Berkeley and Los Angeles), Cornell, Michigan State, Ohio State, Pennsylvania State, New York University, Rutgers, Syracuse, Indiana, Michigan, Nebraska, Vermont, Wyoming, Teachers College (Columbia), Centennial College, Coady International Institute (St. Francis Xavier), Oxford, Leicester, Nottingham, Saskatchewan, and the University College of Rhodesia. Sources of additional information are also given. This document appeared in Continuous Learning, Volume 7, Number 1, January-February 1968. 19 pages. (ly)

123. AC 001 786 A COMPARATIVE STUDY OF GRADUATE PROGRAMS IN ADULT EDUCATION. Preliminary report and addendum to the preliminary report. Ingham, Roy J. Florida State Univ., Tallahassee. Dept. of Adult and Continuing Educ. Nov 67 25p.

ABSTRACT: The graduate programs in adult education of 15 universities are surveyed in the preliminary report. The course objectives, general topics covered, and major texts used are given for survey, program development, adult learning, and general administration courses at each university. The unique features of each university's program are outlined. The addendum to the preliminary report gives similar data for five additional universities. Data for 17 institutions on the number of part-time and full-time students, number of students at some stage of dissertation, requirements for admission to master's and doctoral programs, title of programs, number and amounts of assistantships, fellowships, and internships, degrees offered, and number of part-time and full-time faculty are given in tables. (aj)

124. ED 014 028 ORGANIZATIONAL PATTERNS OF PROGRAMS AT UNIVERSITIES IN THE UNITED STATES WHICH OFFER A DOCTORAL DEGREE IN ADULT EDUCATION. Veri, Clive C. Nebraska Univ., Lincoln. Sep 67 EDRS PRICE MF-$0.25 HC-$1.12 28p.

ABSTRACT: To survey the organizational patterns of graduate adult education programs, a questionnaire was mailed to the 19 universities in the United States offering adult education doctoral degrees, requesting names, titles, faculty academic interests, program organizational charts, plans for expansion, and graduate student load. There was a 94.4 percent return. All doctoral programs were affiliated with a university, 11.8 percent in separate departments, 17.6 percent conjoined with other areas of education, and 41.2 percent operating within departments of education. Respondents indicated that few organizational changes were planned within the next three years. Official titles of programs were too varied to provide a cluster for analysis. There averaged three and one-half faculty members per program with 18 advisees (11 doctoral candidates and seven master's) for each. Faculty members devoted 52 percent of their time to teaching, 21 percent to administration, and 27 percent to research. Their academic backgrounds included 49.3 percent in adult education, 11.6 percent in administration, 10.2 percent in sociology, and 7.3 percent in higher education. By 1968 approximately 80 percent of the full-time staff of adult education programs will be adult education majors. (Document includes questionnaire, covering and follow-up letters, and charts of program organizational patterns). (aj)

125. AC 002 425 ADULT EDUCATION INTERNSHIPS AND THEIR INTERNS, A SOCIOLOGICAL ANALYSIS. Adams, Albert Apr 68.

ABSTRACT: A national survey of adult education internship programs sought to answer three questions—(1) Where are our internship programs, (2) What are their major characteristics, (3) Who are our interns. In 19 universities canvassed, eight internship programs were found, ranging in size from one to 17 interns, where advanced adult education students are receiving practical experience and training under the supervision of an experienced worker. Program directors were surveyed concerning the program's age, training, period and objectives, types of experiences offered, unique program features, and criteria for selecting interns. The interns were surveyed for such characteristics as age, sex, religion, political preference, father's occupation, size and region of childhood hometown, type of undergraduate institution and major, occupational identification, and hoped-for future employment. Grouped data rather than individual institutional analyses were made in order to obtain an overview of internship programs. The data were interpreted from a functional sociological point of view, so that the composite characteristics could be analyzed in terms of their possible consequences for the field of adult education. Some future difficulties were found and some avenues of improved coordination were identified. (author)

126. AC 002 381 ADULT EDUCATION AS A FIELD OF STUDY IN CANADA (In Continuous Learning, 7(1)/4-14, Jan-Feb 1968). Tough, Allen 68 11p.

ABSTRACT: A survey was made in 1966 of Canadian university courses and programs in adult education and related fields, and of their origins, development, and current status. Two universities—British Columbia and Toronto—provided doctoral programs in adult education. British Columbia, Saskatchewan, and Toronto had master's students majoring in adult or continuing education, and British Columbia and Guelph had master's students in extension education. McGill had a master's and a doctoral program in the anthropology of development. Alberta, Manitoba, Sir George Williams, and Laval were either considering or planning a master's program in adult education, community development, or a closely related field. British Columbia, Saskatchewan, Guelph, and St. Francis Xavier had certificate or diploma programs, and Sir George Williams had an undergraduate program. Single courses in adult education were being offered by Laval, Manitoba and Ottawa. Ten doctoral students, 122 master's students, 250 diploma and certificate students, and 50 undergraduate students were reported. A need was seen for further surveys and reports. This document appeared in Continuous Learning, Volume 7, Number 1, January-February 1968. (ly)

127. AC 000 352 TOMORROW IS TODAY, A STUDY OF VISTA IN URBAN POVERTY. REPORT I, THE FIRST FOUR MONTHS. Cantor, Marjorie H. Columbia Univ., New York. School of Social Work OEO-478 July 67 314p.

ABSTRACT: VISTA, or "Volunteers in Service to America," is a program established under the Economic Opportunity Act of 1964 to deal with poverty in the United States. Volunteers are trained for six weeks and assigned to local agencies who serve as sponsors and provide supervision and inservice training. A study has followed 126 Volunteers, trained in five cycles between September 1965 and July 1966 at the Columbia University School of Social Work for urban community action and assigned to 43 urban projects, from the inception of their training through their year of VISTA service. This report covers the training period and the first four months on the job. Part I represents a descriptive study of the Volunteers, their training at Columbia, their sponsoring agencies, and their life on the job and in the neighborhoods they served. Part II is an evaluation of training and job experience by Volunteers and their supervisors, as expressed in structured field interviews and on rating scales. Implications are drawn from VISTA training, placement, and administration. Future reports will present analyses of 11 attitudinal and motivational tests administered to each Volunteer at the inception and conclusion of training and after four months of service, Volunteer reactions to their total experience, and the impact of variations on training effectiveness. (aj)

SEE ALSO: 120, training needs of ASTD members; 35, workshops for trainers in A.T.& T.; 49, training of community development workers; 3, Chinese graduate students as possible community developers; 118, work environment of extension youth agents; 117, evaluation of 4-H leader training; 231, role perceptions of 4-H project leaders; 252, abstracts of adult education research in Mountain Plains area.

XI. EDUCATION OF SPECIAL GROUPS

A. Women

128. AC 002 451 FACTORS ASSOCIATED WITH WOMEN'S PERCEPTION OF THEIR PROBLEMS. (M.S. thesis). Kruempel, Beverly Jeanne Wisconsin Univ., Madison. Dept. of Agricultural and Extension Educ. Jan 68.

ABSTRACT: This study sought to determine (1) family and personal problems identified by women and (2) the relationship between these problems and the respondents' background. A multi-stage probability sampling procedure was used. Data were obtained from a sample of 611 adults in Columbia County, Wisconsin. This included 340 women used in the study. Havighurst's "developmental task" concept was used to classify the problems identified by the women. Young women (21-35) identified problems related to rearing children and managing a home. Middle-aged women (36-55) identified "assisting teenage children to become responsible and happy adults" and "establishing and maintaining an economic standard of living" as their major problems. Women of later maturity (56 and over) were concerned mainly with adjusting to old age conditions. Women with lower education experienced more problems in the mother-role, especially when the children were young. Women in the open-country as opposed to those in cities and villages, indicated more problems with (1) teenage children and (2) managing a home. With women of later maturity, lower income was associated with decreasing strength and health, and retirement. (Document includes tables, a bibliography, and the questionnaire.) This masters thesis is available from the University of Wisconsin, Madison. 82 pages. (author)

129. ED 013 363 THEORIES AND PRACTICES IN THE EDUCATION OF WOMEN DURING THE AGE OF ENLIGHTENMENT IN FRANCE. Friedman, Leonard M. Chatham Coll., Pittsburgh, Pa. BR-5-8230 CRP-S-096 67 EDRS PRICE MF-$0.75 HC-$6.28 155p.

ABSTRACT: A report was given on a search of the literature on the education of women in France during the period from the founding of St. Cyr (1686) through the revolution. The author summarizes (1) the educational practices used and (2) the educational theories proposed at that time. While the education of women in 18th-Century France left much to be desired, it was perhaps better and more widespread than might have been assumed. A considerable proportion of the girls of the non-privileged classes did at least receive an elementary education, learning to read, write, so simple arithmetic, and acquire those manual skills, especially needlework, which would be most useful to them in the lines for which they were ultimately destined. The daughters of the wealthy bourgeoisie and the aristocracy usually received their education in convents which they entered at the age of 6 or 7 and which they left at between 16 and 20 years of age in order to marry. Many educational theories were proposed in France especially during the second half of the 18th Century. Opinion was nearly unanimous that (1) women's education was of poor quality and that there was need for improving it and (2) proposals for education of women should be based upon an understanding of the nature of women and their role in society. Divergent views ranged from feminist sentiment to antifeminism. On the whole, however, the century was favorable to the cause of women. Changing attitudes brought the proposal, made during the revolution, that women should have complete educational equality because of their natural rights as equal members of the human race. (al)

130. ED 012 345 A STUDY OF THE ASPIRATIONS OF MARRIED WOMEN COLLEGE GRADUATES. Lyon, Rhee Northwestern Univ., Evanston, Ill. BR-5-8357 10 Jan 67 OEC-3-6-058357-0844 EDRS PRICE MF-$0.50 HC-$3.16 77p.

ABSTRACT: The purposes of this study were to determine what happens to career ambitions after the college girl marries, whether interests and ambitions change in specific directions during marriage, and in what ways married women with career ambitions differ from those with none. Respondents to a forced-choice questionnaire were 310 members of the American Association of University Women 25 to 45 years of age. They were classified by one of five career interest categories—negative workers, positive workers, career-oriented housewives, satisfied housewives, and ambivalent housewives. These categories were constructed from answers to questions concerning current work status, importance of career, status seen as most satisfactory now and in ten years, and current degree of satisfaction. Significant relationships existed between career interests and type of college attended, academic distinction as an undergraduate, career plans as a senior, possession of graduate degree, marital status, age, and comparison of own with husband's self-fulfillment. Both part-time and full-time resumption of employment was popular as a desired projected status but not in the highest professions. Mental health professions, college teaching, and educational specialties were popular as "up-grading" choices and arts-glamour-service as ideal fields. The findings indicated that it will soon become conventional for middle-class college women to return to work after 10 to 15 years of marriage. (rie)

131. AC 002 436 PERSONALITY SHIFT IN WOMEN AT A CHOICE POINT IN MIDDLE LIFE. (Ph.D. thesis). Beggs, James Judson Oregon Univ., Eugene Aug 67.

ABSTRACT: The study selected as a choice point the return to the University of Oregon of women who had been away from education for at least four years. The youngest subject was 25 and the oldest, 53. Control subjects of similar ages were also tested. The instruments used were the Buhler-Coleman Life Goals Inventory, Vincent's Personal Events Time Scale, and the Greenwald scoring of the Thematic Apperception Test (TAT) for affective complexity. The first two instruments were administered to both groups in October and May. The TAT was administered to the experimental group only. In May the experimental subjects were asked to provide a rank ordered list of the reasons they returned to college and whether or not they had experienced a period of critical self-assessment during the time of the experiment. Three significant chi squares at least minimally confirmed the basic choice hypothesis. Other hypotheses which predicted a shift from self-limiting adaptation to creative expansion and intensification of creative expansion scores after the test point were not confirmed. There was a strong and significant relationship between the Life Goals Inventory and the Personal Events Time Scale. (The document includes nine tables, a bibliography, and an appendix describing the instruments.) This document will be available from University Microfilms, Ann Arbor, Mich. (author/aj)

132. AC 001 763 SOME ACADEMIC CHARACTERISTICS OF THE MATURE COED. (In The Journal of Educational Research, 61(4)/163-165, Dec 1967). Doty, Barbara A. Dec 67 3p.

ABSTRACT: Some intellectual characteristics, academic problems, and study habits of mature college undergraduate women were investigated. Forty young (median age, 20) and 40 older (median age, 35) coeds matched on grade-point average were administered four WAIS subtests and a questionnaire. Older women were inferior to younger women on WAIS performance subtests. Mature women reported more problems in concentrating, reading rapidly, and taking class notes while younger coeds reported more difficulty in remembering academic material. Older students reported better study habits. The results suggest that mature women can adjust successfully to the demands of the undergraduate academic situation. (author)

133. AC 002 407 WOMEN IN THE LABOR FORCE, FACTS AND FIGURES and LA MAIN-D'OEUVRE FEMININE, FAITS ET DONNEES. Canada Dept. of Labour, Ottawa. Women's Bureau Apr 68.

ABSTRACT: The statistics in this bulletin are based on the Special Tables published by the Dominion Bureau of Statistics, Special Surveys Division, data for which are obtained from a monthly sample survey of about 35,000 households. Tables are women in the population and in employment, increase in population and in employment, regional distribution of women in the labor force, women in the labor force by age group, labor force participation rates of women by age group, female population 14-19 and 65 years and over, with participation rates, distribution of women by marital status, percentage distribution of women by marital status, employed persons by number of hours worked, percentage of women workers in selected industries, and percentage of women workers in selected occupational groups. There are charts of the population and labor force in Canada 1957, 1962, and 1967, and female population and labor force by marital status, 1962-1967. Most tables cover the years 1962-1967, with occasional reference to 1957. This document is available from the Women's Bureau, Canada Department of Labour, Ottawa 4. 32 pages, including the text in French. (aj)

SEE ALSO: 25, behavior and mental growth, birth to age 36; 65, TV in the social education of women in Dakar; 195, evaluation of extension family service program.

B. Older adults

134. AC 002 452 THE EDUCATIONAL INTERESTS AND NEEDS OF OLDER ADULTS IN SELECTED PRESBYTERIAN CHURCHES (Ed.D. thesis). Mills, Beatrice M. Indiana Univ., Bloomington May 68.

ABSTRACT: The study attempted to identify and discern between the felt and real educational interests and needs of members over 65 years of age in selected Presbyterian churches, to discover ways by which ministers identify educational interests and needs of older members, and to suggest implications of the findings for Christian religious education programs. Data were obtained from the responses of 187 older adults in eight sample churches and from ministers in 39 churches to mailed questionnaires, and from personal interviews with eight ministers and 48 older adults, selected by a stratified, proportionate random sampling procedure. Thirty percent of the adults identified an educational need, most commonly Bible study, discussion groups on current events and needs of older adults, group singing, and seeing a play in the church. Fifty-nine percent of the ministers tried to identify the needs of older adults, most frequently through personal inquiry. The ministers perceived older adults' educational interests to include recreation and hobbies, Bible study, a theology of aging and retirement, and training in group discussion methods. It was concluded that older adults need to understand the concept of developmental tasks as it relates to later life, improve verbal communication skills, and cultivate an increased awareness of the necessity of thoughtfulness as a style of life and a respect for diversity within the church. 223 pages. (author/aj)

135. AC 002 603 CONTINUING EDUCATION FOR OLDER ADULTS, A DEMONSTRATION IN METHOD AND CONTENT. Final report. Kauffman, Earl. Kentucky Univ., Lexington. Council on Aging Proj-66-009-008 67 27p.

ABSTRACT: Four Kentucky communities with community colleges were chosen, on the basis of a "Community Readiness Profile," for a pilot demonstration project in continuing education for older adults. A steering committee and local program committees were set up, together with local program coordinators. By means of a survey questionnaire, ten important educational needs were uncovered. Although no professional adult teacher was available, in each community an able instructional staff was recruited from local people and regular visitors, such as, professional teachers, ministers, and bankers. Registrations were 36 at Maysville, 16 at Elizabethtown, 60 at Somerset, and 52 at Cumberland. Programs differed in form and in resource use, but all made extensive use of materials from the University of Kentucky Council on Aging. Program structures and content were evaluated in student essays and in staff meetings. High student satisfaction and motivation toward further learning were prevalent. Staff evaluations were universally favorable, and extension of the program to other communities under funds from Title 1, Higher Education Act of 1965 were recommended. (ly)

136. AC 002 088 A REVIEW OF PRESENT EDUCATIONAL PROGRAMS AVAILABLE TO OLDER ADULTS IN CALIFORNIA'S PUBLIC ADULT EDUCATION PROGRAM. DeGabriele, Eugene H. California State Dept. of Education, Sacramento Aug 67 8p.

ABSTRACT: Administrators of adult education programs in adult schools and junior colleges in California were surveyed in May 1967 as to ways in which their programs were serving the educational needs of adults aged 50 and over. Fine arts, crafts, homemaking, business education, Americanization, civic education and special fields, vocational and industrial arts, and English, speech arts, and foreign languages were the areas of study drawing the greatest number of older adults. About half the schools stated that specific classes and lecture series for older adults had been organized, and most also reported that older adults were being served by regular counseling programs. Twelve principal educational objectives, headed by development of skills and interests suited to later life, retirement planning, and improved understanding of the psychological and physiological aspects of aging, were named, together with ten problem areas relating to transportation, facilities, staffing, community cooperation and support, budget limitations, student motivation and attendance, and the identification of educational needs. (The document also includes 45 examples of courses and lecture series.) (ly)

137. AC 001 333 TRAINING OF OLDER WORKERS—ENGLISH AND WEST EUROPEAN EXPERIENCE (In Proceedings of the National Conference on Manpower Training and the Older Worker, Washington, Jan 17-19, 1966/31-42). Belbin, Meredith Jan 66 13p.

ABSTRACT: The role of the Organization for Economic Cooperation and Development is illustrated in reports of varied retraining programs (part of the Active Manpower Policy) in Great Britain, France, and Sweden. The programs include such activities as—(1) financial encouragement of industry to participate in training the older adult, (2) retraining to meet specific shortages in the work force, (3) training for future industrial needs, and (4) provision of training allowances. Scientific research done in England has provided evidence that it is sound public policy to invest in training of older persons, and specially—designed training for them is very effective. The results of two studies demonstrate an activity method of learning is superior to memorization, and when inference, or deduction, is introduced into programed and activity learning, success is greater than by either method, as well as by memorization. A high dropout rate at commencement of training and after transfer to the work situation, and low employment in larger, more advanced firms were also revealed by the surveys. Information resulting from these studies is being applied in experimental projects in five countries. This paper was presented at the National Conference on Manpower Training and the Older Worker, Washington, January 17-19, 1966. (pt)

SEE ALSO: 15, effects of age on recall of sequences of eight letters; 12, experimental stress and learning in the aged; 23, interfering effects of past habits in negative transfer task; 97, teaching paired associates through programmed instruction; 102, simulation as retirement education technique.

C. Management and professions

138. ED 016 927 MANAGEMENT DEVELOPMENT. Current Information Sources, No. 17, ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Mar 68 EDRS PRICE MF-$0.25 HC-$1.00 23p.

ABSTRACT: This annotated bibliography on management development contains 33 indexed items with abstracts, in such areas as leadership training, program planning and evaluation, human relations and laboratory training. With one exception, all the documents are from 1966 and 1967. (sg)

139. AC 002 350 THE EXPERIMENTAL DEALER TRAINING PROGRAM, CHANGES IN KNOWLEDGE, ATTITUDES AND PERFORMANCE OF FARM SUPPLY DEALERS, CHANGES IN BUSINESS FIRMS. Rural sociology report Number 55. Warren, Richard D. * and others Iowa State Univ., of Science and Technology, Ames Proj-1469 67 369p.

ABSTRACT: A research project was conducted by the Iowa Agricultural and Home Economics Experiment Station to determine the influence of an intensive training program for general managers of local retail farm supply businesses dealing in fertilizer and agricultural chemicals. Changes in knowledge, attitudes and performance, internal environment and activities of business firms, and economic returns of the total business and of the fertilizer and chemical departments were assessed. Eight treatment (trainees), two alternate treatment, and eight control dealers participated. The training program, conducted by Iowa State University Extension specialists, consisted of a five-day workshop followed by 16 meetings during the next two and one-half years. Data were collected through personal interviews conducted before, during, and after the training and from business records. Only 11 of the 73 derived empirical hypotheses which compared treatment and control managers were statistically supported, possibly because of the small sample size and problems of obtaining precise measures of change. Five variables of knowledge, two of attitudes, 13 of performance, four of business firm management, and 14 in the area of economic returns favored the treatment group. (This document includes 129 tables and a bibliography.) (aj)

140. AC 002 339 THE ADOPTION OF BUSINESS PRACTICES BY PARTICIPANTS IN THE SMALL BUSINESS MANAGEMENT TRAINING PROGRAM. (Masters thesis). Bell, Gordon British Columbia Univ., Vancouver. Jun 68.

ABSTRACT: This study was an evaluation of the effectiveness of three courses in the Small Business Management Training Program conducted in British Columbia—Personnel, Management Accounting, and Marketing for Manufacturers. The concept of adoption was used to determine the degree to which respondents made use of skills and techniques. Data were collected by interviewing a random sample of participants in each course. Gains in the degree of adoption among respondents in all courses were significant at the 1 percent level. An analysis of variance among means of adoption scores in relation to several characteristics of respondents indicated that three—education, the relationship of the respondent to the business, and the number of employees in the business—had a significant relationship to the degree of adoption. Scores on the three scales used to measure reactions to course, instructor, and course content respectively indicated a favorable reaction in each case and for each course. This masters thesis is available from the University of British Columbia, Vancouver. 91 pages. (author/pt)

141. ED 016 909 A STUDY OF FOREMAN'S CLUBS, THEIR EXTENT, THEIR ORGANIZATION, THEIR FUNCTION. Summary Report to the Foremanship Foundation. Odiorne, G. S. * Kamel, I. A. Michigan Univ., Ann Arbor, Bureau of Industrial Relations Foremanship Foundation, Dayton, Ohio, sponsor EDRS PRICE MF-$0.25 HC-$0.72 16p.

ABSTRACT: There are about two million foremen employed in the United States, some of them union members, but many belonging to social and professional associations. To determine foreman membership in non-union foreman organizations, the purpose, organization, financial support, and programs of such clubs, and the relationship of the club to the company employing its members, a questionnaire was mailed to the 1,000 largest companies in the United States. Of the 765 respondents, 396 had a management club, 204 of them affiliated with the National Management Association or the National Council of Industrial Management Clubs, and 192 independent. The 77,000 members of the responding clubs included 54,000 foremen, the remainder being management personnel from president to office supervisors. Club activities, assessed through visits to 22 independent clubs and the two national headquarters and through a questionnaire sent to the independent clubs, were primarily social and supported in part by the companies. These clubs, once exclusively for foremen, have an increasing membership from higher management, and must redesign their programs to suit emerging membership structure, emphasizing management development and leadership training. (This study was made by the Bureau of Industrial Relations, University of Michigan, Ann Arbor, Mich. for the Foremanship Foundation, 1212 Third National Bldg., Dayton, Ohio 45402). (aj)

142. AC 001 525 QUANTITATIVE DECISION TOOLS AND MANAGEMENT DEVELOPMENT PROGRAMS (In Training and Development Journal 21(11)/9-22, Nov 1967). Nunn, Geoffrey E. * Byars, Lloyd L. Nov 67 16p.

ABSTRACT: This article outlined the current status of quantitative methods and operations research (OR), sketched the strengths of training efforts and isolated weaknesses, and formulated workable criteria for evaluating success of operations research training programs. A survey of 105 companies revealed that PERT, inventory control theory and linear programing were effective in handling certain types of allocation and scheduling problems. Among the problem areas identified in operations research training were lack of interest and time on the part of management and nonavailability of competent instructors. Improved management was seen to result from directing instruction toward concepts relating to logical problem formulation, problem analysis, and model building. The opportunity for application of operations research tools (dynamic programing, simulation and so on), was seen as important in training, and management games were suggested for this purpose. (The document includes seven references). (This article appeared in Training and Development Journal, Volume 21, Number 11, November 1967). (pt)

143. AC 001 058 AN APPRAISAL OF PART TIME MBA (MASTER'S IN BUSINESS ADMINISTRATION) PROGRAMS. (In Personnel Journal, 46(6)/352-356, Jun 67). Kerr, John R. 67 7p.

ABSTRACT: In June 1966, a survey was made of 32 graduates (1965 and 1966) and 109 currently active candidates of the Indiana University MBA (master's in business administration) program in Indianapolis. Of those surveyed, 11 graduates and 66 candidates submitted usable questionnaires. Major findings were these—(1) the part time MBA program is drawing younger persons (median age 38), largely medium and lower level management and nonmanagement graduates with an engineering background, usually employed by firms having well over 500 employees—(2) two-thirds of all candidates are being reimbursed for 50 percent or more of tuition costs—(3) most respondents are favorable toward MBA curriculum, instruction, major fields of study, application to current business needs, and future self-directed study, but have misgivings as to subsequent use by their employers as a result of the degree—(4) the main motive for seeking the MBA degree has been the hope of enhancing professional status and business advancement and opportunities. Results tend to substantiate a similar 1963 study by the Graduate School of Business Administration at Washington University, St. Louis. Document includes footnotes and 6 tables. (author/ly)

144. AC 000 614 MANAGEMENT TRAINING IN LARGE CORPORATIONS, A SURVEY OF METHODS, PROGRAMS AND RECRUITING (In Training and Development Journal, 21(5)/11-17, May 67). Foreman, Wayne J. May 67 7p.

ABSTRACT: A survey was made of management and development programs, using data obtained from 49 corporations with the highest sales volume in 1964. It was found that the training techniques most effectively used included on-the-job training, conference and discussion groups, and job rotation, and that university courses, management seminars, and American Management Association courses were generally used. Three basic types of programs were used—formal, informal, or a combination of both. Eighty-nine percent of respondents had found college placement bureaus to be the most productive source for recruiting management trainees. All of them ranked intelligence as one of the five most important personal characteristics desired. Of trainees selected, 48.2 percent had backgrounds in a scientific field as compared to 35.5 percent with backgrounds in general business. (This article appeared in Training and Development Journal, monthly journal of the American Society for Training and Development, 313 Price Place, P.O. Box 5307, Madison, Wis. 53705). (sm)

145. AC 002 274 A STUDY OF MANAGEMENT TRAINING TECHNIQUES USED BY LARGE CORPORATIONS (In Public Personnel Review, 28(1)/31-35, Jan 67). 67 5p.

ABSTRACT: According to a study of management training and development within large corporations, the three most popular training techniques used are on the job, conference and discussion, and job rotation. In addition to inside training, several corporations sponsor management courses at universities and seminars planned by professional and trade associations. In the last three years, college placement bureaus were the most productive source of management trainees. Eighty-nine percent of the respondents indicated that they used this recruitment technique. The document includes three tables. It appeared in Public Personnel Review, Volume 28, Number 1, January 1967. (This study appeared under the title "Management Training In Large Corporations," in Training and Development Journal, Volume 21, Number 5, May 1967. AC 000 614 E.) (journal/ly)

146. AC 001 526 AN OBJECTIVE EVALUATION OF ATTITUDE CHANGE IN TRAINING, A BEFORE AND AFTER STUDY OF 12

STIMULI IN SUPERVISORY PROGRAM (In Training and Development Journal 21(11)/23-34, Nov 1967). Abbatiello, Aurelius A. 12p.

ABSTRACT: Designed to determine whether changes in attitude occurred as a result of exposure to and participation in, a program for development of supervisory talent, this experimental study utilized the Semantic Differential technique to identify relationships between content and assimilation in a learning situation. Before and after the training programs, 41 supervisors rated 12 concepts, representing basic ideas or conditions in the program, on a continuum between polar opposites. These scales covered the three major factors of evaluation, potency, and activity. An intercorrelation matrix was used to determine the degree of relatedness between scales. It was concluded that—(1) changes do take place in the participant's attitude toward the program, and the negative attitudes are more amenable to change than the positive, (2) the direction of changes was from extremes of polarities to a neutral position, and (3) the evaluation factor was the most sensitive indicator of change. (The document includes eight references and various illustrations of conceptual models). (This article appeared in Training and Development Journal, Volume 21, Number 11, Nov 67). (pt)

147. AC 001 681 MANAGEMENT AND LABOR SPEECH COMMUNICATION, SOME COMPARISONS OF TRAINING AND RESEARCH STUDIES (In Training and Development Journal, 21(12)/28-32, Dec 67). Knapp, Mark L. * Larson, Carl E. 5p. tables. Bibliog., p.32.

ABSTRACT: Results of three studies of speech communication training and research were compared, with emphasis on research involvement, needed research, types of speech communication training, and sources of instructional personnel. Although union leaders seemed more receptive than business leaders to research cooperation, the union leaders reported very little ongoing research or program analysis. Data on perceived needs suggest that business leaders are more concerned than labor leaders with labor-management communication problems, that labor is more interested in public speaking than is management, and that both groups stress the testing and improvement of training. In terms of training actually offered, the main difference was that labor stressed training in parliamentary procedure, while management stressed discussion leadership. All studies showed that the majority of instructors came from within the company or union. Among the labor leaders, the perceived importance of speech communication training rose according to rank and responsibilities, and areas of emphasis varied among positions. Criteria for instructors coming from outside a company or a union setting were also noted. (Included are two tables and six references.) (This document appeared in Training and Development Journal, Volume 21, Number 12, December 1967.) (ly)

148. AC 001 364 DEVELOPING THE INTERNATIONAL EXECUTIVE. AMA RESEARCH STUDY, 83. Chorafas, Dimitris N. American Management Association, Inc. 67 96p.

ABSTRACT: This study was based on interviews and correspondence with executives, government officials, academicians, and other authorities on international management. Of the 270 men who participated, 233 were personally interviewed. They represented 188 organizations from Europe, the Far East, the Middle East, South America, and the United States. The research was reported under the following headings—(1) the role of the international company, (2) what is an international executive? (3) where do international executives come from? (4) worldwide executive development, (5) approaches to management appraisal and inventory, (6) executive development from the European points of view, (7) executive development from the American point of view, and (8) the forgotten men in international operations. A selected bibliography was included in the report. (sg)

149. AC 002 477 A STUDY OF THE ROLE OF THE ENGINEERING MANAGER AND HIS CONTINUING EDUCATION REQUIREMENTS. (Ed.D. thesis). McKee, Charles A. Michigan State University, East Lansing 67.

ABSTRACT: The purpose of this study was to investigate the relationships among the perceptions engineering managers have of their role, their continuing education activities, and subject area needs, and among the expectations held for them by their immediate superiors, direct subordinates, and by engineering faculty outside the organization. Role theory was adopted as the conceptual approach. A questionnaire-schedule received from 199 engineering managers, 122 immediate superiors, 168 direct subordinates, and 50 engineering faculty members produced information about the role. The immediate superiors indicated a strong positive feeling on more items concerning the job functions of the manager than any of the other groups and the direct subordinates indicated a strong feeling on fewer items than the other groups. There was common agreement among all four groups on seven items of the 29. A higher degree of agreement existed between the engineering managers and their immediate superiors concerning the role of the manager than between any other groups. Lesser agreement existed in comparing the engineering managers and the engineering faculty, and in comparing the immediate superiors and the direct subordinates. This doctoral thesis is available from University Microfilms, Ann Arbor, Mich. Order No. 68-4181. Microfilm $3.70. Xerography $13.05. 288 pages. (author/rt)

150. AC 001 400 MANAGERIAL AND SUPERVISORY EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY IN PENNSYLVANIA and SURVEY REPORT OF MANAGERIAL AND SUPERVISORY EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY IN PENNSYLVANIA. Dubin, Samuel S. * and others. Pennsylvania State Univ., University Park. Continuing Education. 67 252p.

ABSTRACT: To determine training needs of managerial and supervisory personnel in Pennsylvania business and industry and to recommend methods of meeting these needs, 3,620 top and middle managers and first-line supervisors from 250 companies completed questionnaires. Data on courses needed, educational background and plans, kind of updating used, educational media preferred, company size, and company attitudes toward education were supplied. Top managers most needed courses in communication techniques and financial management, middle managers in working with individuals, and supervisors in fundamentals of supervision. Both middle managers and supervisors kept up to date through informal discussions and favored programed instruction and correspondence courses after formal classes. Middle managers used workshops or seminars, supervisors used inservice courses. It was recommended (1) that universities offer programs in human relations, communication, and management development in locations convenient to business and provide programed and correspondence courses and educational television, (2) that business encourage employees' study and increase inservice programs, and (3) that employees be aware of educational assistance provided by companies and select appropriate educational media. (Document includes tables and three questionnaires.) The document is available from The Pennsylvania State University, University Park, Pa., 252p. (aj)

151. AC 002 132 INTERNATIONAL BUSINESS EDUCATION, THE EXECUTIVE'S VIEWPOINT, A REPORT ON A SURVEY OF NEEDS. (In Training and Development Journal, 22(2)/36-43, Feb. 1968). Hitchin, David E. Feb 68 7p.

ABSTRACT: International business organizations and intercollegiate conferences have provided most information regarding goals and objectives of international business education. Twenty-five top executives of such international corporations as Union Carbide, Merck, and IBM, were interviewed to help plan the International Business Program at University of Kansas. Suggestions are given for three job assignments—(1) International Specialists—professionals who perform their functions during the start-up stages of a foreign enterprise, (2) The Key Administrator Abroad who implements home policy and procedures through negotiation with the local government, union, and business representatives, and (3) The Chief International Executive who is responsible for planning, coordinating and controlling activities of each foreign affiliate and integrating these with domestic enterprise. The most important university programs and activities identified were those that developed an awareness of culturally bound attitudes—such as study and travel abroad, comparative courses in economics, science, and law, and sensitivity training in groups which include foreign students. This article appeared in Training and Development Journal, Volume 22, Number 2, February, 1968. (pt)

152. AC 001 940 EDUCATIONAL NEEDS OF MANAGERS AND SUPERVISORS IN CITIES, BOROUGHS, AND TOWNSHIPS IN PENNSYLVANIA. Dubin, Samuel S. * and others. Pennsylvania State Univ., University Park. Continuing Education Jan 68.

ABSTRACT: This study was undertaken by the Department of Planning Studies, Continuing Education, The Pennsylvania State University, (a) to determine the professional education needs of managers in municipalities and supervisors in cities in Pennsylvania, (b) to suggest methods of meeting these needs, and (c) to indicate the role of colleges and universities in helping to meet these needs. Data were collected through two questionnaires, one for managers in cities, boroughs, and townships, and one for supervisors in cities. Returns were received from 138 managers in 28 cities, 48 boroughs, and 20 townships, and from 186 supervisors in 28 cities. Managers and supervisors provided information on their background, methods of updating, and the attitude of local government toward education. Managers indicated their own educational needs and also those of the men they supervise on 68 courses. Supervisors rated their educational needs on 16 courses. Recommendations are made for educational institutions, for cities, boroughs, and townships, for individual managers and supervisors, and for professional associations. The document is available, for $2.00, from Continuing Education Business Office, J. Orvis Keller Building, The Pennsylvania State University, University Park. 16802. 111 pages. (author/aj)

153. ED 011 639 CONTINUING EDUCATION INTERESTS OF MUNICIPAL OFFICIALS IN EAST CENTRAL FLORIDA. Long, Huey B. Florida State Univ., Titusville. Urban Research Center. May 67 EDRS PRICE MF-$0.25 HC-$1.48 37p.

ABSTRACT: This study investigated continuing education activities and attitudes of 71 city officials (mostly male and middle-aged) in 7 counties of east central Florida. A questionnaire obtained data on regularity of educational activities, preferred methods, interest in education related to their duties, desired subject areas, organizations and institutions considered responsible, attitudes toward residential short courses, and perceived adequacy of the educational preparation for public office. Findings imply that appointed city officials attach greater value to such activities than elected officials, but interest in general is strong, particularly in courses on fiscal policy and management. However, limited programs and travel requirements with attendant loss of time make courses unattractive. Officials prefer that the Florida League of Municipalities and the Florida State University System assume responsibility for education. Regional education centers might provide a connection between the local region and the campus. A longitudinal study of these respondents and an in depth study of characteristics of participants and non-participants would be valuable, as would provision of experimental programs. The questionnaire is included. (ly)

154. AC 000 496 A SCHEMATIC ANALYSIS OF EXTENSION COURSE PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION (In The New Campus, 20/37-56, Spr 1967). Blanchard, B. Everard. Spr 67 22p.

ABSTRACT: A study of extension course programs designed for participants who cannot attend regular instructional classes on campus compared member-institutions of the National Council for Accreditation of Teacher Education (NCATE) and institutions accredited by the regional accrediting associations (NON-NCATE). The participant population was teachers-inservice, and correspondence study was excluded. Concerns of the study were types of extension courses and the number of enrollees, instructor characteristics, and criteria for evaluating courses and library materials used for them. Questionnaires covering these topics were mailed to 443 NCATE and 757 NON-NCATE institutions, which responded at the rate of 62 and 68 percent respectively, representing slightly more than half the national total of NCATE and NON-NCATE institutions. A summary presents general course, student, teacher, and evaluation characteristics and compares the two groups of institutions. So little difference is shown between NCATE and NON-NCATE institutions that the author recommends consolidation of NCATE and all regional accreditation associations. (This article appeared in The New Campus, published annually by the Association for Field Services in Teacher Education, East Carolina College, Greenville, N.C. 27834). (ja)

155. ED 016 892 OFFICER TRAINING AND SPECIALIZED EDUCATION (In Education in the Armed Forces, by James C. Shelburne and Kenneth J. Groves. New York, Center for Applied Research in Education, Inc., 1967/49-81). Shelburne, James C. * Groves, Kenneth J. 67 EDRS PRICE MF-$0.25 HC-$1.40 33p.

ABSTRACT: Part of a larger survey of education in the armed forces, this chapter describes officer commissioning programs (including direct commissioning of auxiliary specialists) and provisions for specialized development and collateral training of officers in each of the armed services. Principal subjects and skill areas, number of enrollees and graduates, operating costs, expenditures per capita, and training activities are indicated for the five service academies, together with data on aviation cadet programs, Reserve Officer Training Corps activities, and the Officer Candidate Schools. Programs of specialized training and higher education through the Naval Postgraduate School, the Air Force Institute of Technology, and other military and civilian institutions are viewed in the context of the commissioned occupational structure. Representative kinds of collateral (supplemental and subspecialized) training are also noted. The document includes nine tables, 47 footnotes, and major categories of occupations for Army, Navy, and Air Force officers. This document is Chapter 3 of Education in the Armed Forces, by James C. Shelburne and Kenneth J. Groves, which is available from the Center for Applied Research for Education, Inc., New York. (ly)

156. ED 013 347 RESEARCH IN PROFESSIONAL EDUCATION WITH SPECIAL REFERENCE TO MEDICAL EDUCATION. New Dimensions in Higher Education, Number 22. Horwitz, Milton J. Office of Education, Washington, D.C. BR-6-1722-22 Apr 67 OEC-2-6-061722-1742 EDRS PRICE MF-$0.50 HC-$3.48 85p.

ABSTRACT: The growth of research in medical education was reviewed as an outstanding example of research in professional education. Successive developments in research in medical education are described in relation to the pattern of accelerating change that followed World War II. The author reports that the changes in curriculum introduced in some schools and the research programs that were initiated to evaluate those programs provided the stimulus for other change-producing activities such as annual institutes on teaching and administration sponsored by the Association of American Medical Colleges and the dissemination of their reports which surveyed the entire field of medical education. Recognition of the importance of promoting and stimulating research in medical education led to the establishment of the Division of Education. The Division's program of research and development of conceptual models for research has included the study of indexes and correlates of educational effectiveness and the clarification of criteria of professional performance as the ultimate criteria of medical education. The division of operational studies was established to compile information related to faculty and to the financing of medical education. Separate sections of this review of literature present reports on studies of student characteristics, the teaching-learning process, performance of the graduate physician, graduate and continuing medical education, and nursing and dentistry. In addition, an overview is presented that summarizes the role of professional organizations in educational research, the trends in research studies, and a list of questions concerning professional education that are relevant to all areas of professional education. (al)

157. ED 014 026 CONTINUING EDUCATION IN THE PROFESSIONS, 1 (Current Information Sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Nov 67 EDRS PRICE MF-$0.25 HC-$0.56 14p.

ABSTRACT: An annotated bibliography contains 21 indexed entries, mostly with abstracts, on such aspects of professional continuing education as medicine, law, management development, theological education and pastoral counseling, vocational counseling, social work, and extension work, together with participation, motivation, educational needs, educational methods and media, and career opportunities for college trained women. (ly)

SEE ALSO: 42, characteristics of participants in university conferences; 80, evaluation of noncommissioned officer training; 89, evaluation of life insurance officer training; 82, laboratory training for supervisors; 83, relation of human relations training to productivity; 76, integration of instrumented and T-group management training; 75, back-home application of laboratory training; 74, theory of leadership effectiveness; 73, leadership training of noncommissioned officers; 70, training mental health attitudes of graduate students; 101, confrontation technique in organizational change; 99, research on business games versus case method; 41, workshops for training directors; 214, combat leadership training for officers.

D. Labor education

158. AC 002 322 UNION ATTITUDES TOWARD UNIVERSITY PARTICIPATION IN LABOR EDUCATION, AN EXAMINATION AND ASSESSMENT. Reprint series No. 9. Blaine, Harry R. * Zeller, Frederick A. Ohio State Univ., Columbus. Labor Educ. and Res. Service 67 7p.

ABSTRACT: A sample of 125 local union presidents and some union members drawn randomly from lists of all local presidents in five Ohio counties completed a questionnaire designed to examine three myths that have become prevalent in university labor education circles—that labor union members are not much interested in programs of education, that union members are only interested in "bread and butter" subjects such as collective bargaining, and that union members view university applications in labor education with suspicion. It was found that (1) local presidents are aware of the need for education programs, (2) they are interested in "liberal" programs as well as the traditional "bread and butter" courses, and (3) they are not hostile to university participation in these programs. More consideration should be given to consultation with local officials when developing labor education policies. (The document includes three tables.) This article was reprinted from the April 1965 issue of Labor Law Journal. The reprint, No. 9, is available from the Labor Education and Research Service, College of Commerce and Administration, The Ohio State University, Columbus, Ohio. Single copies are complimentary; additional ones $.25 each. (aj)

SEE ALSO: 84, small group discussion in labor education.

E. Disadvantaged

159. AC 002 037 THE FAMILIES AND THEIR LEARNING SITUATIONS. Hunter, Starley M. * and others Massachusetts Univ., Amherst, Cooperative Extension Service 67 71p.

ABSTRACT: The present study, involving 129 disadvantaged families in the South End Housing Development, Boston, was made in 1964 to assess the extent to which South End families had been reached by Massachusetts Extension Service programs since a previous (1962) survey of needs, the means by which they had been reached, and changes in attitudes and practices related to homemaking and family living. Data on age, race, sex, income and financial support, education, occupation, employment status, family and marital status, and length of residence were correlated with responses on information sources, awareness, behavior change, and educational interest. Among all information sources (including meetings, radio and television, and home visits by the home economist and others), Community Service Center leaflets were mentioned most often. Awareness and evidence of improved knowledge, practice, and attitudes in such areas as nutrition and food buying, installment buying, household skills and housekeeping, and making and altering clothing, and child guidance and development were highest among homemakers under 40, those with incomes of $2,000 or more, and households of three or more persons. (The document includes one chart, 31 tables, and two references.) (ly)

160. AC 001 875 EMPLOYMENT, RACE, AND POVERTY. Ross, Arthur M. * Hill, Herbert, eds. 67.

ABSTRACT: In 1962 a four-year program of research and conferences on the general subject of unemployment and the American economy was initiated on the Berkeley campus of the University of California, financed by the Ford Foundation and administered by the Institute of Industrial Relations. Beginning with the assumption that persistent unemployment in the United States calls for new policies, both public and private, a coordinated group of studies was designed to furnish better guidelines for these policies and to provide critical evaluation as they are established and implemented. The present document, which deals with the economic disabilities of Negro workers and the stakes and possibilities involved in economic integration, is one of several books emerging from the program. Chapters are The Negro's position in the labor market, The Social Effects of Negro Unemployment, The Means and Expressions of Protest, Employers, Unions, and the Negro, Education and Training of the Negro, and Discrimination and the Law. This document is published by Harcourt, Brace and World, Inc., New York. 598 pages. (aj)

161. AC 002 421 EDUCATIONAL METHODS USED IN PRESENTING CONSUMER INFORMATION TO HOMEMAKERS LIVING IN LOW INCOME URBAN AREAS. (Ph.D. thesis). Norris, Virginia Ohio State Univ., Columbus Jun 67.

ABSTRACT: A study of low income homemakers attending consumer information educational meetings in St. Louis City, Missouri was undertaken to determine the knowledge acquired in specified consumer education practices and to assess the applicability of educational methods in presenting consumer information. The schedule of 121 questions used by interviewers to gain responses from those in the ten percent sample was based on teaching objectives outlined by extension home economists on subject matter presented by leader aides and in classes and through the mass media. Participants ranged from 18 to 78 years of age and 82 percent had not completed high school. The mean family size was 3.91. The median family income was $3,590, chiefly from social security benefits. Homemakers adopting practices and acquiring subject matter knowledge were usually those with 9-11 years of formal education and incomes under $2,000. It was recommended that educational programs be aimed at the low income urban homemaker who is under 40 years of age and has a family, and that her leadership abilities be utilized. (author/aj)

162. AC 002 467 FACTORS ASSOCIATED WITH THE OCCUPATIONAL ASPIRATION AND EXPECTATION LOW SOCIO-ECONOMIC MOTHERS HOLD FOR THEIR CHILDREN (M.Ed. thesis). Postell, Anne Johnson North Carolina State University, Raleigh Jan 68.

ABSTRACT: This study was to determine the levels of occupational aspiration and expectation low socio-economic mothers hold for their children and the relationship of such levels to the factors of age, level of formal education, number of children, and anomia (social isolation). Data were collected by means of personal interviews. Subjects were 125 rural Negro mothers between the ages of 15 and 49 whose eldest child was in school. Low socio-economic mothers were chosen to gain an insight into their patterns of occupational choice and consequent level of education desired for their children. Factors associated with occupational aspiration and expectation for their children were educational level and number of children. Anomia was not significantly associated with the levels of aspiration and expectation. Appendixes include the questionnaire used in interviewing and chi square tables of relationship between mothers' occupational aspiration and expectation and the factors of age, anomia, level of formal education, and number of children. This document is available from North Carolina State University, Raleigh. (author)

163. AC 001 313 A STUDY, THOSE NOT WORKING IN A TIGHT LABOR MARKET, MILWAUKEE, WISCONSIN. Greenleigh Associates, Inc., New York, N.Y. Jan 67 151p.

ABSTRACT: In Milwaukee, 1479 persons who were not working were interviewed. The purpose of the study was to identify presumably employable unemployed persons in a tight labor market, to gather data on their characteristics, to assess their employment-related problems and their potential for employment, and to decide what programs and services were needed to bring this group into the labor force. Persons were found in substandard and public housing, bars and other casual settings, and from public welfare roles and the Wisconsin State Employment Service. Information was sought on ethnic grouping, age and sex, education, family status, residence and mobility, economic status and labor market activity, employment status and jobs wanted. It was found that most of the persons interviewed were not actively seeking work. Obstacles which had to be overcome included the requirements for specific skills and educational credentials, insufficient motivation, and family responsibilities. There should be an individualized outreach program, multiple services for those with many problems, linkage of services to establish a logical progression and an agency responsible for maintaining the linkages, services within the reach of those needing them and establishment of priorities for the service system. (eb)

SEE ALSO: Section XII A, Adult basic education; Section XII B, Adult vocational education; 246, restraining of displaced workers.

XII. SPECIAL PROGRAM AREAS

A. Adult basic education

164. AC 001 907 NARRATIVE SUMMARY OF NATIONAL DATA ON STUDENTS IN ADULT BASIC EDUCATION and RESULTS OF THE SURVEY OF ADULT BASIC EDUCATION STUDENTS. U.S. Office of Education. Adult Education Branch 68 10p.

ABSTRACT: A tabulation of the national summary of data resulting from a Demographic Survey of Adult Basic Education students conducted by the U.S. Office of Education, cooperating with state and local public school systems during the first half of 1967, covers 94,000 new enrollees of the 400,000 total enrolled during that school year. Data are given on race or national origin, sex, marital status, income and employment, welfare recipients, home and class location, age, and grade level completed. This document is available from the U.S. Office of Education, Adult Education Branch, Washington, D.C. (aj)

165. ED 015 392 ADULT BASIC EDUCATION. Knox, Alan B. Columbia Univ., New York. Teachers College. Nov 67 EDRS PRICE MF-$0.50 HC-$2.40 60p.

ABSTRACT: This report contains abstracts of research reports and evaluation studies related to adult basic education conducted in the United States and Canada. The majority of the reports were dated 1965, 1966, or 1967, many being related to Federal funds either directly or indirectly. An introduction describes the purpose of the report, provides some basic definitions, outlines search procedures, describes the form of the abstracts, and includes a brief section on trends and commentary. The abstracts which follow include full bibliographic citation to the source, a summary, and a list of major terms for retrieval. A bibliography is included of additional references that have been identified as potentially relevant but have not been located and abstracted. (author/rt)

166. ED 014 024 ADULT BASIC EDUCATION, 1 (Current Information Sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Nov 67 EDRS PRICE MF-$0.25 HC-$0.92 23p.

ABSTRACT: An annotated bibliography on adult basic education contains 38 indexed entries, most of which are also abstracted. Such topics as reading instruction, programed instruction and related technology, teacher attitudes and characteristics, manpower development, regional needs, program planning and administration, teacher training, and literacy education for enlisted men and non English speaking Mexican-Americans, are represented. Also noted is a collection of abstracts of research studies conducted in New Mexico, Arizona, Nevada, Utah, Idaho, Wyoming, and Colorado. (ly)

167. AC 001 180 THE APPLICATION OF PROGRAMED INSTRUCTION TO FOREIGN LANGUAGE AND LITERACY TRAINING. Rocklyn, Eugene H. Paper 8-67. DA44-188-ARO-2. George Washington Univ. Washington. HumRRO Feb 67 13p.

ABSTRACT: As shown in the programs described, the advantages of programed foreign language instruction for military personnel lies in eliminating or relieving the need for native or highly trained instructors, and in providing needed practice through repeated opportunities to respond in a favorable learning environment. The first course, designed to help troops gather low level tactical information, used recorder equipment, taped course material, scoring equipment, and printed course material. The programed course in Vietnamese (largely composed of queries for information, social amenities, advising terms, instructions, and commands) employed a dual-track student tape recorder, earphones, and a student microphone. These programs led to clearly increased proficiency even among relatively less able students. In programed literacy education, (a comparatively undeveloped area) the Progressive Choice Reading Method and the Diebold Group system, both of which combine programed instruction with tutorial instruction, have also considerable promise. (The document includes 4 references, and a description of the National Clearinghouse for Self-instructional Language Materials.) (This document, AD-647841, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (ly)

168. ED 014 629 AN INVESTIGATION OF MATERIALS AND METHODS FOR THE INTRODUCTORY STAGE OF ADULT LITERACY EDUCATION. Adult Education Council of Greater Chicago. Chicago. Superintendent of Public Instruction. 67 EDRS PRICE MF-$0.50 HC-$2.56 64p.

ABSTRACT: In the Greater Chicago area a study was made of teaching materials and methods for literacy education. An annotated, selected bibliography of published materials was compiled of professional books, basal materials including publishers' series, and supplementary materials. Teachers are cautioned to assume a selective approach because no basal series was found complete enough to justify exclusive adoption. Open-ended interviews were conducted with teachers and administrators of literacy programs. Most teachers conducted some orientation, but their methods varied too much to summarize. The majority reported no adverse student reactions to class grouping. Pretesting with standardized forms was common, and many teacher-made tests were used during courses. Teachers described materials they had made or used and pupils' reactions to their techniques. Techniques used included the phonics approach to word recognition, experience charts, listening exercises, and a combined language arts approach. Over half the teachers reported personal involvement in the lives of their pupils. (rt)

169. ED 015 396 REVIEW OF CONTEMPORARY RESEARCH ON LITERACY AND ADULT EDUCATION IN LATIN AMERICA. Marquardt, William F. Dec 67 EDRS PRICE MF-$0.25 HC-$1.16 29p.

ABSTRACT: A review of research categorizes literacy and adult basic education in Latin America as follows—(1) general reports of the numbers and occupational types of illiterates in each country—(2) reports of the activities and accomplishments of public, private, and international organizations and groups in promoting literacy and adult basic education—(3) studies evaluating the effects of literacy and adult basic education on social and economic development—(4) studies evaluating the effectiveness of specific methods, materials, or media in teaching desired skills or behavior to particular groups of illiterate and uneducated people—(5) background studies of the social, psychological, or language behavior patterns of specific clientele groups. Related dissemination and documentation efforts conducted in this field by the ERIC Clearinghouse on Adult Education, the Centro Regional de la Educacion Fundamental para la America Latina, and the ERIC Clearinghouse on Literacy, are also described. (The document includes a selected bibliography of about 190 references.) (ly)

170. ED 014 650 MISSOURI ADULT VOCATIONAL-LITERACY MATERIALS DEVELOPMENT PROJECT. Final report. Heding, Howard W. * and others. Missouri Univ., Columbia. College of Education. BR-5-0094 U.S. Office of Education. Bureau of Research. Proj.-034-65 Aug 67 OEC-5-85-027 EDRS PRICE MF-$1.25 HC-$13.16 329p.

ABSTRACT: In the Missouri Adult Vocational-Literacy Materials Development Project materials were devised for teaching adults to read, write, and spell at the functional (sixth grade) level. In the research phase, the needs, characteristics, literacy level, occupations, and interests of the illiterate adult were studied, and teaching materials and methods were examined. Students and teachers were interviewed and there was a national survey of literacy program directors. In the materials development phase three levels of basic and intermediate educational materials, with teachers' guides, and supplementary occupational booklets were created. A vocational theme characterized the series. The initial teaching alphabet (i.t.a.) was used, with traditional orthography printed on the facing page. During the evaluation phase, sample classes of illiterate adults used the materials in 100-hour instructional programs. These trials indicated that the materials were effective in teaching adults word and paragraph meaning, word-study skills, and spelling. The materials should be used by teachers trained in the use of i.t.a. and in teaching reading to adults. (Document includes a review of published adult literacy education materials and summaries of interviews with teachers and students, of student tests, and of the national survey. There are 24 tables.) (aj)

171. AC 002 386 ADULT BASIC EDUCATION IN CALIFORNIA, P.L. 89-750 (TITLE 3) ADULT EDUCATION ACT OF 1966. Progress report. Steeves, Roy W. Los Angeles. Bur. of Adult Education, Calif. Mar 67 23p.

ABSTRACT: The first part of this progress report on Federally funded adult basic education in California indicates program objectives, components, and appropriations. Next, program effectiveness data are tabulated according to cumulative and active enrollments, dropouts and completers, participant characteristics (sex, age, ethnic groups, educational background, and income), grade and age placement for the school month ending January 27, 1967, and educational testing services. Cost effectiveness data, based on costs for each enrollee, active enrollee, graduate or referral, dropout, and class and student hour of instruction, are given, together with reasons for the relatively low cost of the state program. Finally, recommendations are made for continuation of the program at the 1966-67 funding level, for improvements in local and state instructional and related services, and for funding of special pilot projects and advisory committees. The document includes projects and Federal allocations in 25 California counties and districts, and a list of project administrators. (ly)

172. ED 016 156 A PILOT STUDY TO DEVELOP AND DETERMINE THE FEASIBILITY OF A PACKAGED MATERIALS PROGRAM FOR TEACHING READING AND THE GENERAL DEVELOPMENT AREA OF ADULT BASIC EDUCATION. Final report. Smith, Edwin H. * Geeslin, Robert H. Florida State Univ., Tallahassee. BR-6-8675, U.S. Office of Education. Bureau of Research. Nov 67 OEG-27-068657-1651 EDRS PRICE MF-$0.50 HC-$3.84 94p.

ABSTRACT: The objectives of this project were to prepare and field test instructional materials for use with adults reading below the seventh grade level. Two studies were made in northern Florida in 1967 of gains in reading vocabulary and comprehension by students using traditional materials. The high dropout rate in the first study precluded useful generalizations, but the second gain study showed significant differences between the pretest and posttest scores of both groups in both skills. There was some evidence that the new materials were teaching both skills better than the usual ones. The students rated the new materials as more interesting than some traditional materials and just as interesting as the best of them. In the first of two studies on teacher acceptance, the newer materials were the ones best received by the teachers. Moreover, intensively trained adult basic education teachers and experts in the field compared the experimental edition with existing systems, and both gave it an overall rating higher than that of the five best traditional materials then available. Thus, the new materials seem effective and well accepted by both students and teachers. (The document includes 19 tables, 44 references, appendixes, and a review of the literature.) (ly)

173. AC 002 464 A STUDY OF THE ACHIEVEMENT LEVELS IN READING AND COMPUTATION OF INCARCERATED ADULT MALES IN THE NORTH CAROLINA PRISON SYSTEM. (M.A. thesis). Bland, David Horton North Carolina State Univ., Raleigh May 68.

ABSTRACT: This study investigated the levels of achievement in both reading and computation as they were associated with selected independent variables—age, offense, and grade completion in school. Inmates were selected from all classes of age, type of custody and type of offense. Group I included 597 subjects who had not reached fourth grade. Group II included 1,219 subjects who reached fourth but not eighth grade. Data were collected by means of a 40-item questionnaire and a series of achievement tests. No significant relationship was shown between level of achievement in reading and offense, for either group. Misdemeanants did not have consistently lower levels of achievement in reading than did felons. For Group II there was a high degree of significance between age and achievement in reading. Achievement in reading increased with age. In both felon and misdemeanant classifications data failed to support the assumption that numerical ability was higher than verbal ability. Significant relationship between grade completion and level of achievement in reading and computation was shown. (Appendixes include questionnaire, project instructions, and a bibliography.) This document is a masters thesis available from North Carolina State University, Raleigh, 72 pages. (author/rt)

174. AC 002 359 SUMMARY OF ACCOMPLISHMENTS AND DISAPPOINTMENTS, TUSKEGEE INSTITUTE—OEO SEASONALLY EMPLOYED AGRICULTURAL WORKERS EDUCATIONAL PROJECT, NOVEMBER 1, 1966-OCTOBER 31, 1967 Pinnock, Theo. James * Taylor, G. W. est 67 28p.

ABSTRACT: The Seasonally Employed Agricultural Workers Program was sponsored by Tuskegee Institute, under the auspices of the Office of Economic Opportunity, to provide basic and prevocational education and new goals for 1,239 functional illiterates, most of them owners of small farms, in seven Alabama counties. Families were helped to improve their housing, nutrition, sanitation and health facilities, and farm crops, and to register to vote. In the seven month teaching phase of the program, all but 79 of the 1,122 participants showed some reading improvement as measured by Gray Oral Reading Tests. While the agency referral program was not as effective as it could have been, 57 youths were accepted at trade schools, 48 men were accepted for MDTA training, and 605 persons received Social Security benefits. The major disappointments were lack of cooperation from the local power structure and agency administrators and harrassment of teachers and participants. It appears that the best teachers of adults are recent college and high school graduates who have not been trained as teachers of children, and who can relate to students as individuals. If this evidence is verified in the continuing research phase of the program, the criteria for teacher selection should be reevaluated. (Document includes five tables.) (aj)

175. AC 001 350 PUTTING RESEARCH, EXPERIMENTAL, AND DEMONSTRATION FINDINGS TO USE (Report of a multiagency manpower seminar, Washington, D.C., Nov 28-29, 1966) (MDTA Experimental and Demonstration Findings, 1). U.S. Dept. of Labor. Manpower Administration. Jun 67 81p.

ABSTRACT: The 1966 Washington multi-agency seminar on research utilization was opened with a summary of available studies of the problem. The current activities and objectives of the participating agencies were discussed and two case studies were presented—The Military Volunteer Rejectee Project of the National Committee on Children and Youth and the Greenleigh

Associates' evaluation of adult literacy teachers and teaching systems. Small group discussions on aspects of research implementation produced numerous ideas on stimulating good research proposals, improving the grant or contract negotiation procedure, facilitating interaction between sponsors and grantees or contractors, clarifying the kinds of action which might result from projects, translating research findings into action, training Washington program staffs through inservice or other means, and developing better interagency coordination in probing problem areas. (The document includes a review of selected literature, the Position paper of the Bureau of Research of the Office of Education, current dissemination and utilization activities of the Bureau of Research, the Office of Manpower Policy, Evaluation and Research, and the Vocational Rehabilitation Administration, followup suggestions, and four models of the change process in relation to implementation of research). (ly)

SEE ALSO: 27, personality interferences with learning; 5, role of armed forces in Iran, Israel, Peru and Turkey; 66, reactions to ETV literacy program; 94, evaluation of programmed materials with Yaqui farm workers; 216, 217, abstracts of reading research, 1950-1963, and current.

B. Adult vocational education

176. ED 013 336 ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION. Ohio State Univ., Columbus Center for Voc. Educ. 67 EDRS PRICE MF-$1.00 HC-$8.44 209p.

ABSTRACT: This first issue of a quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on vocational and technical education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings—(1) administration and supervision, (2) curriculum, (3) employment and occupations, (4) evaluation and measurements, (5) facilities and equipment, (6) history, (7) individuals with special needs, (8) innovative concepts and experimental programs, (9) instructional devices and materials, (10) philosophy and objectives, (11) research design and research development, (12) students, (13) teacher education, (14) teaching and learning, (15) teachers, and (16) other resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC document reproduction service, (3) vocational and supporting services, and (4) subjects. The publication dates of the materials are from 1962 to 1967. (hc)

177. ED 013 337 ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, Fall 1967. Ohio State Univ., Columbus. Center for Voc. Educ. 67 EDRS PRICE MF-$0.75 HC-$7.48 185p.

ABSTRACT: This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on vocational and technical education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Abstracts are included under the following sections—Agricultural, Business and Office, Distributive, Health Occupations, Home Economics, Industrial Arts, Trade and Industrial, and General Vocational and Technical Education. An author index, document number index, and subject index are provided. The documents described are available from the ERIC Document Reproduction Service, the Clearinghouse for Vocational and Technical Education, or the source shown at the end of each abstract. (ps)

178. ED 014 686 MANPOWER RESEARCH PROJECTS SPONSORED BY THE U.S. DEPARTMENT OF LABOR, MANPOWER ADMINISTRATION, THROUGH JUNE 30 1967. U.S. Dept. of Labor, Washington. Manpower Administration. Sep 67 EDRS PRICE MF-$1.00 HC-$8.28 205p.

ABSTRACT: The fifth annual catalog of contract and grant research under the Manpower Administration of the Department of Labor describes projects concerned with the impact of technological change, adequacy of job preparation, unemployment of the young, the non-white, and other special groups, and the waste of human resources in rural areas. The investigators represent all the major social science disciplines. Most of them are affiliated with universities, or other government agencies, although a few work for private research agencies. The most ambitious projects are conducted under contracts. Smaller projects are sponsored under three programs of research grants designed to strengthen manpower efforts in colleges and universities and to stimulate the study of manpower problems by individuals. Research active in fiscal year 1967 is grouped by—(1) contracts for Office of Manpower Policy, Evaluation, and Research, (2) institutional grants, (3) grants for doctoral dissertations and (4) for research projects, and (5) contracts for Bureau of Work Programs. There is a selected list of 114 completed projects. Appendixes include depository locations for reports and guidelines for submission of contract research proposals and for application for grants in support of doctoral dissertations and research projects. (ly)

179. AC 002 228 FACTORS RELATED TO THE ADOPTION, AND REASONS FOR THE NON-ADOPTION, OF RECOMMENDED RICE FARMING PRACTICES BY SETTLERS ON A LAND SETTLEMENT SCHEME IN GUYANA (M.S. thesis). Carter, Bernard W. Wisconsin Univ., Madison. Dept. of Agricultural and Extension Educ. Jan 68.

ABSTRACT: The study attempted to identify factors related to the adoption or nonadoption of recommended rice farming techniques on the Black Bush Polder Land settlement scheme in Guyana. A sample of 137 settlers was used. No single factor accounted for nonadoption. Rather, several factors including the personal characteristics of settlers and the characteristics of the innovation combined to influence the adoption or nonadoption of innovations. The author warned against the danger of stereotyping farmers' reasons for nonadoption as being due to tradition. On the contrary, situational factors such as inadequate drainage or lack of capital explain the nonadoption of practices. Small-sized familes (seven persons or less) showed the highest adoption rate. Education also affected adoption rate. An extension program oriented toward teaching "know how" (application of skills) was, therefore, recommended to offset the disadvantage of low education. Occupational background seemed to be an important factor affecting adoption rate. Laborers showed less tendency to adopt practices than other occupational categories. Social-psychological factors were not stressed in this study. (Document includes a bibliography and tables.) 129 pages. (author)

180. AD 002 090 REPORT TO CONGRESS ON COMMUNITY WORK AND TRAINING UNDER TITLE IV OF THE SOCIAL SECURITY ACT AS AMENDED BY SECTION 409. U.S. Dept. of Health, Education and Welfare. Bur. of Family Services Jan 67.

ABSTRACT: Eleven states have assisted unemployed parents through Community Work and Training (CWT) programs financed by state and local funds, with federal matching funds available for public assistance grants, administrative costs, and some special services. Title V of the Economic Opportunity Act augments the CWT program. It is totally financed by the federal government and pays for additional social services, trainees' education, transportation, and training costs, and some medical care. The CWT programs, small projects sponsored by local governments, have involved over 100,000 people, 45,000 of whom have become employed. Some of them have been trained in skilled and semi-skilled occupations and moved into the occupations for which they were trained, but most found jobs on their own or were hired by project sponsors in menial jobs. Indirect social benefits resulting from work and training experiences are community projects done by participants, more public acceptance of welfare recipients, improved family life, and greater cooperation among state agencies. Program problems are staff shortages, participant absenteeism, interruptions in training, and limiting state laws. (Appendixes include statistical tables, report of a survey of participants, and characteristics of state CWT plans.) This document, 90th Congress 1st Session House Document No. 76, is published by the Government Printing Office, Washington, D.C. 55 pages. (aj)

181 AC 002 469 FACTORS INFLUENCING PERCEPTIONS OF THE IDEAL ADULT VOCATIONAL PROGRAM FOR PUBLIC SECONDARY SCHOOLS. (Ed.D. thesis). Frank, Harry Elmer, Jr. Florida State Univ., Tallahassee Mar 68.

ABSTRACT: To acertain the influence of selected situational and personal factors on the perception of the ideal adult vocational program for public secondary schools, opinionnaires returned by 388 vocational teachers and administrators in Oklahoma public secondary schools were studied. Opinionnaires contained 38 statements of conditions identified as relevant to such a program by a panel of experts. Statistically significant differences in responses were sought to indicate factors influencing perceptions. Most influential factors appeared to be (1) having a vocational adult curriculum in the school, (2) teaching or administrative experience, and (3) having a comprehensive adult curriculum in the school. Of some influence were (4) administrative or teaching role, (5) prior academic training in adult education, (6) size of school, and (7) business and industrial activity in the school district. Formal education did not influence program perception. This doctoral thesis will be available from University Microfilms, Ann Arbor, Michigan. 148 pages. (author/rt)

182. AC 001 274 ADULT EDUCATION AS A MEANS TO SKILL DEVELOPMENT (In Retraining the Work Force, An Analysis of Current Experience, by Ida R. Hoos. Berkeley, University of California Press, 1967/11-40, Hoos, Ida R. 67 30p.

ABSTRACT: The role of publicly financed training in the San Francisco Bay area is discussed in the light of the present status of vocational guidance and training. Accounts of an electronics assembly class for displaced employees of Smith-Corona, a public school sponsored welding course for men and youth with at least a tenth-grade education or its equivalent, and a course for prospective licensed vocational nurses, include case histories illustrating general trainee characteristics (age, sex, education, job experience, minority groups represented and the strengths and weaknesses of existing programs. Results of aptitude testing and skill training point up the scarcity and low status of public school vocational education, inadequate use of labor market information in counseling, and the consequent need to strengthen and reorient vocational programs. Specifically, the welding and nursing programs succeeded because they reflected the realities of the job market, while the electronics assembly class failed because of the impact of technological obsolescence. Document includes major vocational legislation, and an appraisal of private vocational schools. (Document is chapter 1 of Retraining the Work Force, by Ida R. Hoos. Available, for $6.00, from University of California Press, Berkeley, 94720). (ly)

183. AC 002 127 THE PREDICTION OF TRAINEE SUCCESS IN A MANPOWER DEVELOPMENT AND TRAINING PROGRAM (In Educational and Psychological Measurement, 27(4)/1155-1161, Win, 1967). Sommerfield, Donald * Fatzinger, Frank A. 67 7p.

ABSTRACT: Records of 320 adult male MDTA trainees were studied to identify items which would differentiate between success and failure. One group (224 trainees) was used to determine which variables would make the best predictors and what weight should be associated with each predictor. The second group (96) was used to cross-validate the results of the first. Trainees were in skilled, blue collar, manipulative occupations. Successful trainees were those who graduated from the program, and unsuccessful ones were those who dropped out without good cause. Ten test predictors based on test scores obtained in the General Aptitude Test Battery, and eight nontest biographical predictors were identified. When compared with the pass and fail groups, only five predictors including age, general intelligence, and spatial aptitude were significant. A multiple regression equation was used to measure cross validity. It was found that none of the predictor variables found to be statistically significant with the initial group were significant when used with the cross validation group. This article appeared in Educational and Psychological Measurement, Volume 27, Number 4, Winter, 1967. It is available from Educational and Psychological Measurement, 2901 Burdhill Road, Richmond, Virginia 23228. (pt)

184. ED 014 034 A CRITICAL APPRAISAL OF RETRAINING AND RELOCATION OF UNEMPLOYED WORKERS IN DISTRESSED AREAS. (Final report to the Ford Foundation for the period February 1, 1962-January 31, 1967). Somers, Gerald G. Wisconsin Univ., Madison. Department of Economics. Ford Foundation, sponsor. Jan 67 EDRS PRICE MF-$0.25 HC-$0.72 18p.

ABSTRACT: This Ford Foundation sponsored research project concentrated on evaluating and reporting on programs established under the Area Redevelopment Act of 1961 to retrain and relocate unemployed workers in four depressed areas of West Virginia. Researchers, scholars, and resource persons were involved in conducting the West Virginia phase of the project and in furthering its broader objectives. About 80 reports and publications have resulted, with several more publications pending, on research studies and public policy in such areas as worker mobility, skill development, benefit cost analysis, and characteristics of the labor force. This undertaking, together with closely related research on the effects of new plants and public works relocation projects, and experimental retraining programs for older workers, is being continued in the Center for Studies in Vocational and Technical Education, established by a five-year grant to the University of Wisconsin by the Ford Foundation. (This document was the final report to the Ford Foundation for the period February 1, 1962-January 31, 1967). (ly)

185. AC 001 150 THE PREDICTION OF OUTCOMES OF MDTA PROGRAMS. (In Research in Vocational and Technical Education, ed. by Cathleen Quirk and Carol Sheehan. pp. 17-26). Edgerton, Harold A. 67 12p.

ABSTRACT: From 222 questionnaires an attempt was made to evaluate success of MDTA programs, hoping to improve both retention and placement in similar programs. The criteria used was the number of trainees who completed the course, and the extent to which they were placed in jobs for which their training fitted them. Factors of ability, previous history and socio-economic status related to both retention and placement. The use of aptitude tests as aids in assignment and in performance evaluation improved placement. To improve retention, absenteeism should be reduced; number of trainees per instructor kept low; trainees progress carefully measured; course organization and content pre-planned; adequate financial allowances provided for trainees. Other recommendations for reducing the dropout rate and improving placement; promote sensible counseling program; insure that neighbors of the program do not object to its presence; anticipate and prevent disciplinary problems; adjust training to level and energies of trainees. Tables are included. (gh)

186. AC 001 069 EARNINGS MOBILITY OF MDTA TRAINEES (Manpower Evaluation Report, No. 7, Apr 1967). U.S. Dept. of Labor. Manpower Administration Apr 67 21p.

ABSTRACT: This study shows the effectiveness of Manpower Development and Training Act (MDTA) training in upgrading skills and enlarging the earning capacities of trainees. For over 12,000 persons who completed MDTA institutional courses during the first half of 1965, the training resulted in a general upward shift in the overall hourly earnings level, although with differing impact upon various component groups. Median hourly earnings rose from $1.25 through $1.49 for those reporting pretraining earnings to $1.50 through $1.74 for those reporting posttraining earnings. An increase in earning was reported for 4,489 (54 percent) of the 8,327 training completers, although increases in earnings varied. The data were based upon individual trainee reports. The manufacturing industry appears to provide the most substantial proportion of job opportunities which result in elevated earnings. Services and trades industries are absorbing increasingly larger numbers of training completers. This document is available from the U.S. Department of Labor's Manpower Administration, Washington, D.C. (sm)

187. ED 013 967 FOLLOW-UP STUDY OF PROJECT UPLIFT, THE MDTA E AND D PROJECT CONDUCTED BY FLORIDA A & M UNIVERSITY. Silverman, Leslie J. Bureau of Social Science Research, Inc., Washington, D.C. BSSR-369 Jul 67 EDRS PRICE MF-$0.50 HC-$3.36 82p.

ABSTRACT: Project Uplift's purpose was to find effective ways of reaching, recruiting, training, and placing disadvantaged rural adults living in a 10-county section of northern Florida. The followup study has three general objectives—(1) to show that individuals with especially difficult employment problems were served, that they were trainable and that the project could train them, (2) to show whether the training affected the employment situation of the trainees, and (3) to identify components of the project and community characteristics which affected the training and employment outcomes. Data were obtained through discussions with members of project staff, discussions with civic and business leaders, and personal interviews with all 146 trainees and a sample of 158 of 743 persons who applied for but who did not begin training. Specific critical findings include—(1) the project design was inappropriate for the area needs, (2) use of consultants in place of full-time staff specialists in training and counseling diminished program effectiveness, (3) residential facilities independent of the college were feasible, (4) mass recruitment methods were effective, (5) job development efforts were insufficient, and (6) the "image" of the employment service is not the principal factor determining Negroes' use of its services. (et)

188. AC 002 448 QUANTITATIVE ANALYYSIS OF TRAINING AND EDUCATION, THE CASE OF THE POLICE (M.S. thesis). Rich, Vernon E. Michigan State Univ., East Lansing. School of Police Admin. Dec 67.

ABSTRACT: The International Association of Chiefs of Police collected data on the training and educational history and personal characteristics of 5,700 Metropolitan Detroit police officers as part of a project by Detroit Metropolitan Fund, Inc. to study police training in the six-county Detroit area. Using these same questionnaires, the present study sought to develop a method for quantitatively describing the training and educational deficiencies of an organization or work unit based on a given standard. The intended use was for organizational analysis at decision making levels. Three indexes are produced by the proposed method. The first and major index represents the mean level of deficiency in the training and education of the agency's personnel based on an input standard. A second index represents the mean level of deficiency in 15 areas or groups of topics, usually for the subject of training in the police profession. The third index depicts the need for supervisory, command, and administrative training. Since the Training and Educational Deficit Index (TEDI) provides maximum results when used as a periodic review device using computer facilities, a program is being developed to adapt TEDI for computer use. A by-product of the study is a detailed depiction of the current level of training attained by Detroit police officers. (Document includes 110 tables and the questionnaire.) 270 pages. (author)

189. AC 001 503 MANPOWER INVENTORY AND TRAINING NEEDS ANALYSIS (Louisiana Department of Highways Maintenance Research Project. Report No. 2). Jorgenson (Roy) and Associates, Washington, D.C. Jun 67 124p.

ABSTRACT: As part of a long-range (1965-69) research project in Louisiana, a study (1) identified training needs of persons supervising the maintenance and operation of highways, bridges, ferries, and equipment, (2) estimated training needs of potential supervisory personnel, (3) determined characteristics of both groups, and (4) made recommendations for a training program. A sample group underwent written tests, performance tests, and supervisory appraisals. Personnel ranged in age from under 25 to over 65 (over 45 percent were over 45), the range of education was from below four years of elementary school to four years of college, and work experience varied from a few months to over 20 years. Reading, mathematics, record keeping, use of manuals, supervisory functions, public relations, traffic safety, utilities, and disaster operations were the main areas of need for both current and potential supervisors. It was recommended that the department set up a permanent training program providing for self, or small group, instruction during working hours, with instructional materials that could be used by operating managers or supervisors. A special training organization should be set up, further data collected, and additional research be carried on. (This document, PB-174-962, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (ly)

190. ED 012 427 SOME DIMENSIONS OF THE DROP-OUT PROBLEM IN APPRENTICESHIP TRAINING (Study No.). Johnson, Ronald W. New Brunswick. Dept. of Labour, Fredericton, N.B. Mar 67 EDRS PRICE MF-$0.25 HC-$1.32 33p.

ABSTRACT: During the 1966 summer research program, the New Brunswick Department of Labour conducted a study of the high dropout rate among the 2673 apprentices in the province. The purpose was to find an adequate selection method for trainees. Data from existing files and from a questionnaire filled in by former employers and district supervisors were examined. It was found that apprentices completing training were significantly older, had more dependents, and more pre-apprenticeship credit prior to indenture, but they did not have more formal education. Although discrepancies appeared on the questionnaire filled in by employers and supervisors, it seemed that apprentices did not lack intelligence or adequate education, but did lack interest, which showed up in poor attendance, frequent illness, and tardiness. It is suggested that a battery of aptitude and interest tests be administered to all apprenticeship applicants prior to selection for training. (eb)

191. ED 013 423 MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS (14th Progress Report, Dec 15, 1966-Feb 15, 1967). Draper Correctional Center, Elmore, Ala.

Rehabilitation Res. Found. 82-01-67-36 U.S. Dept. of Labor. Office of Manpower Policy, Evaluation, and Res. 67 EDRS PRICE MF-$0.50 HC-$4.72 118p.

ABSTRACT: Dissemination of program findings to the correctional field is a key objective of the current phase of the Experimental-Demonstration Project for vocational training of inmates at Draper Correctional Center. Leaders in corrections and manpower training will meet in four conferences, plans for which are outlined in this report. Because 23 percent of the 186 released graduates of the program have been returned to prison, a study is underway to analyze the factors in the recidivist's inability to succeed in the free world. Questionnaires drawn up for interviews with the recidivist, parole supervisor, employer, and family are included. To provide educational skills necessary to enter vocational courses and advance in trades, all trainees are scheduled for remedial classes for eight hours each week. Individualized programed instruction is prescribed for each student on the basis of his deficiencies as interpreted from the Metropolitan Achievement Test. Also included in this report is the evaluation of the project by a manpower analyst in the Department of Labor, summaries of administration, counseling, training, statistics, and personnel activities, and two papers—"Counseling and guidance in a correctional vocational training program," and "Selection and evaluation of programmed instructional materials." (aj)

192. ED 013 424 MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS (15th Progress Report, Mar 1-May 1, 1967). Draper Correctional Center, Elmore, Ala. Rehabilitation Res. Found. 82-01-67-36 U.S. Dept. of Labor, Office of Manpower Policy, Evaluation, and Res. 67 EDRS PRICE MF-$0.75 HC-$5.20 130p.

ABSTRACT: In the Draper Manpower Development and Training Project, initiated to train institutionalized offenders in trades, 810 inmates have been tested for ability, aptitude, and educational achievement. A picture vocational preference test was devised to overcome the group's verbal disability. Of the 331 inmates accepted for training, 231 have graduated, 63 are in training, and 37 were dropped. Programed lessons in basic education and vocational skills have been developed and are available for use with other disadvantaged groups. Inservice training has enhanced the capabilities of the staff, which is complemented by college students who work for one semester. Efforts to lower the recidivism rate include a study of recidivists, development of socialization materials, plans for a transitional program for releasees, and a community sponsorship program in which volunteers and organizations become involved in the rehabilitation of the parolee. A program to disseminate findings is underway. (Document includes a conference program, an outline for a course in personal-social relations, and three papers—"The counseling process in an MDT program for offenders," "A follow-up report of a study on Draper's College Corps," and "Development, evaluation, and use of programmed materials as developed in the Draper Experimental and Demonstration Project.") (aj)

193. AC 002 045 A PILOT STUDY OF THE OPPORTUNITIES INDUSTRIALIZATION CENTER, INC., OF PHILADELPHIA, PENNSYLVANIA. Greenleigh Associates Inc., New York OEO-4011 Ford Foundation, sponsor PB-176-363 U.S. Office of Economic Opportunity, sponsor 30 Aug 67.

ABSTRACT: A 1967 pilot study of the Opportunities Industrialization Center, Philadelphia, Pennsylvania, examined administrative structures and functions, program components, participant characteristics, relationships with employers, employment services, and other pertinent community groups and agencies, and the impact of the program's self-help philosophy on trainees during training and after placement. A liberal trainee selection policy, and notable successes in motivating unskilled, undereducated, relatively young persons among the hard core unemployed (largely Negro) to pursue training for industrial employment, represented a distinctive contribution to manpower training. The key element was the feeder program of prevocational training, OIC's largest program. Major program weaknesses lay in job referral practices, lack of time for staff consultation and planning, unsuitable division of authority and responsibilities, poor liaison between job developers and industrial and labor relations officers, limited ability of trainees to meet production requirements, and inconsistent reporting. (Included are six charts and 22 tables.) This document, PB-176-363, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 151 pages. (ly)

194. AC 001 213 TECHNICAL CHANGE, THE LABOUR FORCE AND EDUCATION, A STUDY OF THE BRITISH AND GERMAN IRON AND STEEL INDUSTRIES, 1860-1964. Musgrave, P. W. 67.

ABSTRACT: A detailed comparative study is presented on interaction during the last century (1860-1964) between the British and German steel industries and their respective educational systems under the stimulus of technical and economic change. The great size of industrial units (especially in Germany), the need for skilled managers and technicians, labor market fluctuations, access to educational facilities, technological change, the overall social and political climate, and above all, widespread gradual economic change and national attitudes toward industry, change, the sciences, and the structure of education have shaped the character of the labor forces of both nations. The relative superiority of the German iron and steel industry during most of this period stemmed from an especially strong belief in education and the scientific method, the high status enjoyed by industry and the applied sciences, and an efficient educational structure based on the Prussian reorganization of 1812 and reinforced by a strong apprenticeship system. Past experiences in both nations suggest the need to consider long-range economic forecasts and goals in educational planning and to concentrate on preparing a skilled, flexible work force grounded in a sound general education. The document includes an index and numerous references to German and British publications and official reports. It is available from Pergamon Press, New York. 269 pages. (ly)

195. ED 016 903 EVALUATION OF FAMILY SERVICE PROGRAM, HOME ECONOMICS DIVISION OF COOPERATIVE EXTENSION, CLINTON COUNTY, NEW YORK. Extension study, 15. Alexander, Frank D. New York State Univ., Ithaca Coll. of Agr. at Cornell Univ. New York State Univ., Ithaca, Coll. of Home Ec. at Cornell Univ. Sep 67 EDRS PRICE MF-$0.75 HC-$5.44 134p.

ABSTRACT: A study of the Family Service Program of the Clinton County, New York, Division of Home Economics was made in 1966 to determine the socioeconomic characteristics of study group participants and of Family Service aides serving as their teachers, and to evaluate the effects of instruction on the participants. Data were obtained largely from interviews with aides and participants and from pretesting and posttesting of knowledge, reports by aides, and the files of the Home Economics Division and the Community Action Agency. The aides as a group ranked above the participants in terms of formal education, husband's occupation, net family income, and organizational participation, but below the county average in terms of income. Compared to the overall county participation, the study group participants ranked lower on education, husband's occupation, and net family income. Among the major implications of the findings on the program are that local women can be recruited and effectively trained as aides in home economics education, members of the study groups will significantly increase their knowledge and will use it, and existing means of student recruitment are reaching their intended audience. (Appendixes include tests, interview schedules, and lesson report forms. There are 20 tables.) (ly)

SEE ALSO: Section XII A, Adult basic education; Section XII C, Industrial, military training; 160, research and conferences on employment, race and poverty; 163, analysis of those not working in a tight labor market; 111, survey of teachers in private trade and technical schools; 24, feasibility of Navy training for Group IV personnel.

C. Industrial, military training

196. ED 015 373 INDUSTRIAL TRAINING RESEARCH REGISTER. Great Britain. Ministry of Labour, London (England). Mar 67 EDRS PRICE MF-$0.75 HC-$5.20 130p.

ABSTRACT: In this classified register of current and recently completed studies of industrial training in Great Britain, individual projects are arranged by the item number judged most important, and the numbers of other relevant industrial research projects are inserted at the end of each section to provide cross references. Descriptions include the title and wherever possible, a short summary of objectives and procedures, the time and place of the research, the principal researchers, and the sponsoring organization. National aspects (government reports, manpower policy and planning, legislation), components of the educational system, work environments (including the effects of organizational climate and automation), training specialists and their activities, means of identifying training needs, types of trainees and the selection and recruitment of trainees, administrative aspects (types of training, objectives, facilities, scheduling subject content), training methods and learning aids, and evaluation techniques are the broad categories represented. (Also included are a subject index and the addresses of research organizations and industrial training boards). (ly)

197. AC 001 459 AN ANNOTATED BIBLIOGRAPHY OF THE DESIGN OF INSTRUCTIONAL SYSTEMS. Smith, Robert G., Jr. George Washington Univ., Washington. HumRRO. TR-67-5 DA-44-188-ARO-2 May 67 140p.

ABSTRACT: The bibliography, part of a Human Resources Research Office series on the technology of training, is divided into seven major areas—generalities of systems analysis and design, training systems (with evaluation of specific systems), techniques and media for presenting knowledge, practice of knowledge, practice of performance, management of students (furtherance of the learning process through such means as motivation, environment, and adjustments to individual differences), and additional matter relevant to instructional systems. The major topics are further subdivided where applicable. There are 449 annotated entries, dating from 1950 to 1965. Key word in context (KWIC) and author indexes are included, together with a model of interactions in an instructional system. (This document, AD-653-128, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

198. AC 002 097 A REVIEW OF CONTEMPORARY MILITARY TRAINING RESEARCH—THE STATE OF TRAINING TECHNOLOGY AND STUDIES OF MOTIVATION AND ATTITUDES IN LEARNING. (In Psychological Research in National Defense Today, edited by J. E. Uhlaner, pages 48-94). Crawford, Meredith P. * Eckstrand, Gordon U.S. Army, Washington. Behavioral Science Research Laboratory TR-S-1 AD-661-301 Jun 67.

ABSTRACT: Part of a larger review of recent psychological research relating to national defense, this section covers studies on training for leadership, command, and team functions, and on the effects of psychophysiological factors on military performance. Studies in the first chapter of this section are divided between interpersonal aspects (leadership) and organizational and technical responsibilities, and are subdivided into research and development and by commissioned and noncommissioned officer personnel. The other chapter, largely an overview of the current state of training technology, presents studies on the determination of training objectives and requirements, development of training environments (application of training principles, training media, simulators, programed instruction, computer assisted instruction), evaluation techniques (criterion referred measures and the problem of forming proficiency measures), and promising areas for research. The document includes a diagram and 125 references. This document, Part Two of AD-661-301, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 47 pages. (ly)

199. AC 001 988 TRAINING ABSTRACTS SERVICE, NOTES FOR USERS. Great Britain Ministry of Labour, Training Dept. Oct 67.

ABSTRACT: A Training Abstracts Service has been introduced by the British Ministry of Labour to reduce to manageable proportions the relevant published material on techniques, methods, new equipment and other matters pertinent to industrial training. The service provides wide coverage of British sources and some other English language material, but no systematic coverage of developments overseas. It includes abstracts, summaries, and annotated bibliographies appearing in periodicals, journals, and abstract services. Abstracts are printed on standard six by four inch cards, so they may be filed according to a classification scheme. In addition to its own ten main schedules, it uses major groups in the summary of the International Standard Classification of Occupations, Universal Decimal Classification numbers for subject matter and Standard Industrial Classification numbers for 24 orders of industry. The pamphlet contains a list of the 62 periodicals scanned, a list of the ten organizations which have granted permission to reproduce their abstracts, and the classification schedules with their nine-page alphabetical index. This document is available from the Ministry of Labour, Training Dept. (TD2), 168 Regent St., London W1. 44 pages. (rt)

200. AC 001 413 BIBLIOGRAPHY OF PUBLICATIONS, HUMAN RESOURCES RESEARCH OFFICE, AS OF 30 JUNE 1966 (AND) INTERIM BIBLIOGRAPHY OF PUBLICATIONS, 1 JULY TO 31 DECEMBER 1966. George Washington Univ., Washington, D.C. HumRRO. Dept. of the Army, Washington, D.C. Chief of Res. and Dev. Project 2J02471A712 01. DA-44-188-ARO-2. Mar 67 254p.

ABSTRACT: The Human Resources Research Office (HumRRO) bibliography proper, covering publications up to 30 June 1966, has three main sections—a separate listing of Fiscal Year 1966 publications arranged chronologically under code name or research area, or in a general section (titles grouped by HumRRO, professional, or military origin) a cumulation of all HumRRO publications including current research, and a listing of such research byproducts as specific training programs, technical manuals, and training items for new equipment. These are briefly described under research code names or general categories, with citation of publications to which they are related. Also in this document are author and keyword-in-context (KWIC) indexes, appendixes, and the interim bibliography, which includes Defence Documentation Center (AD) numbers wherever applicable. (ly)

201. AC 001 823 TRAINING AND DEVELOPMENT HANDBOOK. Craig, Robert L., ed. * Bittel, Lester R., ed. American Society for Training and Development, sponsor 67.

ABSTRACT: To provide a broad reference source, from the viewpoint of the employer organization, for those responsible for developing human resources in any organization, this handbook includes materials for the sophisticated manager of a large training staff as well as the fundamentals of training for the beginning or part-time trainer. The levels of training covered range from apprentices to top executives. Chapters are—The evolution of training, Determining training needs, The learning process, Testing for training and development, Evaluation of training, Job instruction, Coaching, The lecture, Conference methods, Case method, Role playing, Programed instruction, Human relations laboratory training, Management games, Related reading, Correspondence study, Training aids, Supervisor development, Management development, Vocational and technical education, Training facilities, Use of consultants, Universities and their extensions, Special programs, Scientific and technical personnel development, Organization of training, Selecting and organizing the training staff, Trainer education and training, Planning and scheduling, Budgeting and controlling training costs, Training records and information systems, and Legal aspects of training. This document is available from McGraw-Hill Book Company, New York. 650 pages. (aj)

202. AC 001 524 RESEARCH INFORMATION SOURCES IN TRAINING, A COMPREHENSIVE SURVEY OF PRESENT AND PLANNED RESOURCES (In Training and Development Journal 21(11)/2-8, Nov 1967). Whitlock, Gerald H. Nov 67 9p.

ABSTRACT: This article lists the major sources of information regarding research, completed and ongoing, in the field of manpower training and development. Most extensive information services both for completed reports and reports of research in progress have been automated. Perhaps the most extensive abstracting service devoted to training is the "CIRF Abstracts," which provide French and English abstracts of research reports from worldwide sources. The newest information system in this country is the Educational Resources Information Center (ERIC) of the Office of Education, which publishes a monthly "Research in Education" and includes a network of 18 clearinghouses. The Clearinghouse for Adult Education at Syracuse University and for Vocational and Technical Education at Ohio State University are the most pertinent to manpower training and development. Other sources include the Clearinghouse for Federal Scientific and Technical Information, Training Research Abstracts, Psychological Abstracts, Review of Education Research, Poverty and Human Resources Abstracts, Dissertation Abstracts, and Science Information Exchange (for research in progress). Most of the current information on training appears in 51 periodicals, which are listed. (This article appeared in Training and Development Journal, Volume 21, Number 11, November 1967). (pt)

203. AC 001 741 INDUSTRIAL TRAINING, CURRENT RESEARCH AND FUTURE NEEDS. Martin, Alec Great Britain, Ministry of Labour 67 16p.

ABSTRACT: The Ministry of Labour and the industrial training boards it sets up in the United Kingdom are empowered to grant aid research on industrial training.

On recommendation of the Research Committee of the Central Training Council, which advises the Ministry, the Sheffield Industrial Training Research and Documentation Centre for Programmed Instruction is being financed. On the initiation of researchers and their organizations, support has been given to recently completed and current research on such matters as training needs of personnel in specific trades, analysis of tasks, selection and prediction of success of trainees, and results of training. The Committee places priority on research that will have practical significance in industrial training, such as identifying training needs, formulating training policies, identifying skills needed by training specialists, training managers and supervisors, and validating and evaluating effectiveness of training. It recommends proliferation of research methodology courses, "team" research which utilizes projects of local training officers, and student literature searches to reduce researchers' search time. It has developed a classified "Industrial Training Research Register" and a "Training Abstracts Service" to aid researchers, as well as publications on training information. (rt)

204. AC 001 918 THE INDUSTRIAL TRAINING YEARBOOK 1967-68, A COMPREHENSIVE GUIDE FOR TRAINING OFFICERS AND THEIR MANAGEMENTS. Kogan Page, Ltd., London 67.

ABSTRACT: Contents of the British industrial yearbook for 1967-68 appear in 12 sections. Section 1 reviews the present industrial training situation, including the aims of the Industrial Training Act of 1964. Section 2 covers the training of operatives, craftsmen, technicians, technologists, commercial and clerical workers, supervisors and managers, and trainers. Sections 3 and 4 indicate the components and activities of the Ministry of Labour, the Central Training Council, and the Industrial Training Boards. Provisions for further education under the Department of Education and Science and the Scottish Education Department are outlined in Section 5. The following two sections deal with nonuniversity further and higher education examining bodies and their courses, and with college and university courses related to industrial training. Sections 8 through 11 list professional and qualifying bodies, information and consulting services, educational resources and media, and sources of training aids. The last section contains a diary of events of general industrial training interest during 1967 and 1968. Also included are two indexes. This document is available from Kogan Page, Ltd., 22 Gray's Inn Road, London, W.C. 2, England. 500 pages. (ly)

205. AC 001 275 TECHNOLOGICAL CHANGE IN THE GOVERNMENT ENTERPRISE, RETRAINING IN THE FEDERAL SERVICE (In Retraining the Work Force, An Analysis of Current Experience, by Ida R. Hoos. Berkeley, University of California Press, 1967/41-72). Hoos, Ida R. 67 32p.

ABSTRACT: To counteract bureaucratic stagnation, encourage self-development, and use workers effectively, since 1957 the Civil Service Commission has emphasized continuing education. Case studies of the instrument technician training program at Alameda Naval Air Station and McClellan Air Force Base and the Internal Revenue Service automated data processing retraining program indicate that success depends on early identification of obsolete skills and anticipation of future requirements, coupled with screening procedures and carefully designed training courses. Occupations remaining in demand after new methods and machines have eliminated routine office and production jobs will call for a high degree of literacy and verbal skill. By including personnel specialists in every phase of planning, even in the study group analyzing or proposing applications of automation, appropriate job specifications can be designed and training programs for career development initiated. Federal agencies have a dual responsibility toward automation in the future—to assure human capability to increase the effectiveness of automation and to minimize adverse impact upon employees. (Document is Chapter 2 of Retraining the Work Force, by Ida R. Hoos. Available for $6.00, from University of California Press, Berkeley, 94720). (ly)

206. AC 002 149 FOREIGN STUDY AND MODERNIZATION, THE TRANSFER OF TECHNOLOGY THROUGH EDUCATION (Reprinted from International Social Science Journal 19(3), Fall 1967/359-377). Gollin, Albert E. Aut 67 19p.

ABSTRACT: The challenges posed by new nations in process or pursuit of modernization have turned the attention of aid planners and theorists to the strategic role played by education in developing human resources. Foreign study is one means of transferring technology and knowledge. Systematic data are lacking on its actual consequences in relation to other assistance strategies or to the societal context of the returned students. Findings from an evaluation study of recipients of United States technical training from twenty-nine countries are used to shed light on the transfer process. Underlying institutional arrangements emerge as significant influences upon the outcomes of this mode of inducing technological change. This article appeared in International Social Science Journal, Volume 19, Number 3, Fall 1967, pages 359-377. (author)

207. AC 002 133 DROPOUTS FROM ADULT CLASSES IN INDUSTRIAL TRAINING, A RECENT STUDY AT MOTOROLA AEROSPACE CENTER (In Training and Development Journal, 22(2)/44-56, Feb 1968). Ferguson, Wilburn C. Feb 68 11p.

ABSTRACT: In a study of 19 voluntary classes held after working hours in an industrial setting involving 380 students, there were 80 dropouts. (For two factors—occupation of students and use of professional instructors—nine semesters, involving 3610 students, were studied.) The dropouts were interviewed and their training records were reviewed. It was found that changing teachers tended to increase dropouts and that instructor preparation and training did significantly affect dropouts. Younger students dropped out more and there was a significant relationship between their occupations and dropouts. But the day of the week class was held had no effect on dropouts, nor did women drop out significantly more than men. Educational level, pay grades, and length of service were not significantly related to dropout. (author/pt)

208. AC 001 624 MORALE AS A FUNCTION OF SELF-DEFINITION AND STAGE OF TRAINING. Rickus, George M. * Ambler, Rosalie K. Naval Aerospace Medical Institute, Pensacola, Fla. R-NAMI-1007 MFO-22.01.02-5001 May 67 14p.

ABSTRACT: Seven hundred seven naval aviation trainees from three stages of training were administered an anonymous questionnaire that asked them to give their own definition of morale. They were then instructed to rate their own morale on a tenpoint scale using their definition as a frame of reference. A content analysis of the definitions identified the following categories—task oriented, group oriented, and self oriented. Mean morale rates were obtained for the subjects falling in each of the definitional categories and stages of training. The results showed that morale inccreased as trainees progressed from preflight to basic flight training, that morale level varied as a function of the definition expressed, and that the definition expressed was a function of the stages of training experienced. (The document includes tables and two references.) (This document, AD-655-818, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00.) (author)

209. AC 001 443 PSYCHOLOGICAL RESEARCH IN ELECTRONICS MAINTENANCE TRAINING (Presentation at the Director of Electrical and Mechanical Engineer's Study Period, Arborfield, England, Nov 1965). McClelland, William A. George Washington Univ., Washington. HumRRO Prof. Paper-22-67 DA-44-188-ARO-2 May 67 28p.

ABSTRACT: To establish a frame of reference for the British audience, the author briefly describes the Director of Electrical and Mechanical Engineer's Study Period (1965) at Arborfield, England, the mission of the Human Resources Research Office (HumRRO) in Army research and development, the U.S. Army personnel and maintenance systems, and a procedure for curricular control. This paper is largely devoted to selected examples—FORECAST, JOBTRAIN, LIMIT, REPAIR, MOSAIC, and MAINTRAIN—of HumRRO research tasks in electronics maintenance training. Findings indicate that the job in the field must become paramount in determining the trainer's perspective toward training and the use of training manuals, and that the research-derived systematic model for developing training courses can be used with marked profit. (The document includes 13 figures.) (This document, AD-653-620, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

210. AC 001 446 POSTTRAINING PERFORMANCE CRITERION DEVELOPMENT AND APPLICATION. Siegel, Arthur I. Applied Psychological Services, Wayne, Pa. NONR-2279(00) Jun 67 15p.

ABSTRACT: In this summary of 22 research reports, the development and application of criterion instruments to assess the technical proficiency of U.S. Navy aeronautical support personnel are discussed. The studies, summarized in terms of the chronological and logical interrelationships involved, deal with preliminary and final forms of technical behavior checklists, interviews with supervisors, the Sailor's Naval

Attitude (SNA) inventory, a matrix method for evaluation of training, scaled technical behavior checklists (STBCL) and the Scaled Multidimensional Technical Behavior Check Lists (SMTBCL), multidimensional analysis of job performance, and evaluation of personnel psychophysics (job complexity) and of the proficiency of personnel subsystems. Overall program objectives—advancing the state of the art of performance evaluation and providing practical information on areas of required training—were at least partly realized. (This document, AD-653-712, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

211. AC 001 840 ASSESSING TRAINING COSTS (In Industrial Training International, 2(12)/516-522, December 1967). Herbert, Norman Dec 67.

ABSTRACT: As part of a course organized for Senior Training Officers of the Engineering Industrial Training Board, cost analyses in three industrial situations were undertaken to show possible savings in using systematic training based on skill analysis. The cost of the proposed training was subtracted from the current costs of training to arrive at potential savings. One case involved proposed off-the-job training of assembly operators. The second case involved a factory machine shop employing totally skilled craftsmen. The third case involved a high labor turnover prior to reaching EWS (Experienced Workers' Standard). Systematic analytical training normally reduced the length of training by a half to two thirds and reduced amount and cost of reject work. Training should bring trainees to EWS, but employers must recognize that the higher the quality of the product, the greater the manufacturing cost. (This article was published in Industrial Training International, Volume 2, Number 12, December 1966. 7 pages). (rt)

212. AC 001 600 ON THE JOB TRAINING COSTS, AN ANALYSIS. Arzigian, Simon. U.S. Naval Personnel Program Support Activity, Washington. WRM-67-52 Jun 67 44p.

ABSTRACT: A preliminary investigation was made of the feasibility of computing costs of on-the-job training for enlisted men needed to bring them to the "journeyman" level. For the purposes of this study, on-the-job training involves learning or improving job performance under actual working conditions. At present there is no system within the Navy to "cost out" on-the-job training. Training cost reporting is limited to formal, or school, training. The addition of an on-the-job training cost to the school cost (if any) would provide a more complete training cost. Since training costs play a major part in many personnel management decisions, a cost which reflects all the training provided an individual would prove valuable. (The document includes footnotes, five tables, and 39 references.) (This document, AD-656-581, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

213. AC 001 678 TRAINING RESEARCH UTILIZING MAN COMPUTER INTERACTIONS, PROMISE AND REALITY, (Presented as part of the Avionics Panel Program on Natural and Artificial Logic Processors, Advisory Group for Aeronautical Research and Development, Athens, Greece, Jul 1963). McClelland, William A. George Washington Univ., Washington, D.C. HumRRO. PP-23-67 DA-44-188-ARO-2 Jun 67 19p.

ABSTRACT: The paper was presented as part of the Avionics Panel Program on Natural and Artificial Logic Processors, sponsored by the Advisory Group for Aeronautical Research and Development, NATO. Several conceptual propositions in regard to man and the computer are offered. The nature of training research is examined. There is also a brief categorization of human behavior to suggest some of the uses and some of the difficulties in the utilization of computers in training research. The role of the training research psychologist dealing with large groups of people in mass instruction in a military setting is discussed, as is the importance of the computer for data processing and as a tool for simulating complex behavior. (This document, AD-654-818, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author)

SEE ALSO: 18, feasibility of Naval structural mechanics training for Group IV; 20, relation of AFQT scores to Army training; 244, survey of educational activities in business in Richmond, Calif.; 245, survey of tuition remission policies; 35, training methods in A.T. & T.; 32, research review on task analysis of non-repetitive tasks; 33, research review on task analysis; 11, predicting performance in electronics training; 62, visual aids in parts inspector training; 107, effects of reduced time in electronics training; 109, effects of simulator training on time required in aircraft; 105, team training; 247, 1968 work program of HumRRO; 106, economics of computer-aided instruction.

D. Leadership training

214. AC 001 237 DEVELOPMENT OF A BEHAVIORAL STYLE IN LEADERSHIP TRAINING, COMBAT LEADERSHIP DEVELOPED AT ARMY OFFICER CANDIDATE SCHOOL (In Training and Development Journal, 21(7)/9-17, Jul 67). Lippitt, Gordon L. * Petersen, Peter B. Jul 67 11p.

ABSTRACT: This study compared average behavioral styles of a group of entering and graduating students in an Army officer candidate school. The instrument used was the Job Analysis and Interest Measurement. There was a significant difference in the average scores between the groups of students in 4 pre-chosen comparisons. Entering students compared with graduating students place a higher value on approval from others. Graduating students are more self-assertive, more likely to be persuasive leaders, and more prone to like supervisory activities. The actual difference in the hypothesized scales may be caused by the individual changing his behavioral styles or it may be that the standards for graduation eliminate students. Further research is suggested especially in devising a system so that individual comparisons may be made instead of comparing the average of each group, also in making a linear study of students throughout their careers. Document includes bibliography. (sm)

215. AC 001 143 IMPLEMENTATION AND UTILIZATION OF THE LEADER PREPARATION PROGRAM. Hood, Paul D. George Washington Univ., Washington. HumRRO, U.S. Dept. of the Army. Office, Chief of Research and Development. Mar 67 40p.

ABSTRACT: A Leader Preparation Program for advanced basic Army Trainees was developed by the Army to meet the needs of its partial mobilization in 1961. Critical factors in the success of the program are listed and training materials are described.

SEE ALSO: Section VII E. Human relations training; 247, 1968 work program of HumRRO; 198, research review in training technology; 200, HumRRO bibliography.

E. General, liberal education

216. ED 012 834 PUBLISHED RESEARCH LITERATURE IN READING, 1950-1963. Summers, Edward C. * and others Indiana Univ., Bloomington. ERIC CH on Reading Nov 67 EDRS PRICE MF-$1.50 HC-$15.92 398p.

ABSTRACT: This bibliography presents 1,913 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. The citations from the annual summaries for 1950-1963 were transferred to magnetic tape which was used to generate a special master for multilithing the publication. Complete bibliographic data for the journal sources used to compile the listings are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included. (es)

217. ED 013 344 RECENT REVIEWS AND BIBLIOGRAPHIC RESOURCES FOR READING RESEARCH. ERIC/CRIER READING REVIEW SERIES, VOLUME 1, BIBLIOGRAPHY 1. Laffey, James L. Indiana Univ., Bloomington. ERIC CH on Reading Aug 67 EDRS PRICE MF-$0.50 HC-$3.60 88p.

ABSTRACT: Descriptive abstracts of especially useful documents related to reading research and published between 1957 and 1966 are presented, articles which reviewed research, analyzed topics in reading, or provided fairly extensive lists of references are included. The publication presents 259 entries arranged alphabetically by year and contains an author index. The bibliography can be utilized to gain a general idea of the existing sources of research information related to reading. All items in the bibliography have appeared in the published literature and can be located in libraries with good collections of journal literature in psychology and education. (rh)

SEE ALSO: 72, reduction of prejudice through laboratory training; 63, reduction of prejudice through mass media; 55, correspondence-tutorial method in freshman composition; 220, university programs in Toronto; 108, outdoor drama techniques; 58, evaluation of materials used in university liberal studies program; 226, history of CSLEA.

F. Health

SEE: 40, effects of combining counseling with instruction of hospital patients; 65, TV in health education of women in Dakar; 51, training model for air pollution control.

G. Civil defense

218. AC 002 510 A MODEL LOCAL CIVIL DEFENSE TRAINING PLAN, AN ORGANIZATION AND TRAINING DEVELOPMENT RESEARCH STUDY. Brictson, R. C. * and others Systems Development Corp., Santa Monica, Calif. TM-3802 AD-665-639 Aug 67.

ABSTRACT: This detailed and comprehensive examination of local Civil Defense training includes a survey of local Civil Defense operations undertaken to define a model local training plan. Specific local Civil Defense offices were selected for intensive study and data collection. Utilizing the data obtained and functional categories derived from the Federal Civil Defense Guide Emergency Actions and Control and Support Functions, an analysis of the emergency tasks of a model local Civil Defense operation is performed, training requirements specified, personnel to be trained designated, and training methods described. The training required, personnel designated and training methods specified are related to the operational tasks in each of three time periods—normal, increased readiness, and actual emergency. One emergency action category—Medical Aid—is analyzed in depth utilizing a multilayered concept of flow diagraming. Finally, suggestions for further research are presented. This document, AD-665-639, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 175 pages. (author)

219. AC 001 622 COMMUNICATION IMPACT, A CONCEPTUAL MODEL ANALYSIS OF INDIVIDUAL PREDISPOSITIONS AND THE ANALYSIS OF THE IMPACT OF A COUNTY CIVIL DEFENSE EDUCATIONAL PROGRAM. Beal, George M. * and others. Iowa State Univ., Ames. Dept. of Anthropology and Sociology. Rural Sociology Report 41S. U.S. Dept. of the Army. Office of Civil Defense. OCD-PS-65-9 Subtask 4811-E Mar 67 98p.

ABSTRACT: This study deals with communication at three levels—development of a generalized model of the process whereby communication achieves impact, the operationalization of the model, and testing of the degree to which the model predicts the response of members of the potential audience to a specific communication event. This impact model takes the content and intent of the message as given and examines responses of the total potential audience. A basic underlying notion is that in receiving and responding to a message the reader must perform several functions. These functions can be logically interpreted into a flow of action involving a series of communication filters—attention, comprehension, and acceptance. Another basic notion is that the response at any given stage is not random, but preconditioned by the receiver's previous experience and by what he perceives to be his interest. The event analyzed is the Midwest County Civil Defense Exhibit. Findings strongly support the notions included in the impact model. Implications of these findings for civil defense communication are drawn. (Document includes tables, figures, and 89 references and is available, AD-657-217, from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00). (author/ly)

XIII. INSTITUTIONAL SPONSORS

A. Colleges and universities

220. ED 013 405 SURVEY OF UNIVERSITY ADULT EDUCATION IN THE METROPOLITAN AREA OF NEW YORK. Ellwood, Caroline. New York Univ. School of Continuing Education. Fund for the Advancement of Education, New York. Jul 67 EDRS PRICE MF-$0.75 HC-$6.64 166p.

ABSTRACT: This survey of university-level adult credit and non credit courses covers over 30 colleges and universities in greater New York—largely evening colleges, community colleges, and community service programs. An historical review portrays the growth of liberal adult education since the founding of Cooper Union in 1859. A survey of adult educators showed largely nonprofessional, part-time instructors of diverse backgrounds and a need for more inservice training and closer communication with administrators and other faculty. Recommendations include—a Center for Continuing Education in New York, coordinated self-study by all university adult education divisions, joint planning to determine future areas of concern, seminars for community leaders, continuing education on urban problems, and special programs to upgrade the education and social awareness of disadvantaged adults. Also noted are 15 programs primarily for women, 20 projects in New York State under Title 1 of the Higher Education Act of 1965, and six special degree programs. (The document includes numerous charts and tables and 33 institutional profiles.) (ly)

221. ED 014 031 HIGHER ADULT EDUCATION, 1 (Current Information Sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Oct 67 EDRS PRICE MF-$0.25 HC-$1.04 26p.

ABSTRACT: The forty-one items indexed and abstracted in this bibliography deal largely with fine arts education, urban extension, community development, leadership training (including civil rights), managerial and professional education, vocational training, public television, and participant characteristics, together with such concerns as educational needs and attitudes, testing, program development, and the use of evening classes, correspondence study, and the residential method. Also noted are historical reviews of extension work at Rutgers, the University of Texas, and the University of Chicago, and a Peace Corps program of field training. (ly)

222. AC 002 134 AN OVERVIEW OF THE DEVELOPMENT OF THE DIVISION OF UNIVERSITY EXTENSION AT THE UNIVERSITY OF TORONTO SINCE 1920. Knoepfil, Heather E. Apr 67 44p.

ABSTRACT: Change and innovation have been the dominant characteristics of the programs and activities of the Division of University Extension at the University of Toronto since 1920, greatly influenced by the director in office and by the external environment in which the Division evolved. Three primary trends have been an expansion in registration of students and number and variety of courses offered, integration of the Division of Extension with the university and community, and increased status of the extension movement. In the future, the Division will probably develop its own physical facilities and its own separate staff, trained to teach adults. Appendixes are the extension program 1966-1967 and number of extension lectures 1922-1951. There is a bibliography. (aj)

223. ED 014 023 EVENING COLLEGE EDUCATION (Basic Information Sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Nov 67 EDRS PRICE MF-$0.25 HC-$1.16 29p.

ABSTRACT: An annotated, selective bibliography in the field of evening college education has been compiled jointly by the ERIC Clearinghouse on Adult Education and the Association of University Evening Colleges (AUEC). Special note is made of the contributions of the Center for the Study of Liberal Education for Adults (CSLEA), which operates an information clearinghouse related to experimental programs of liberal education. The five sections and their contents include such items as—(1) overviews, introductions, and general surveys of the field, including faculty organization, policy making, junior colleges, and adult education in colleges and universities, (2) periodicals and indexes, in the form of newsletters, CSLEA publications, proceedings, research, bibliographies, and directories, (3) research and enrollment data sources, (4) administration and personnel, including salaries, decision-making processes, part-time teachers, and student services, and (5) program reviews and other studies of degree programs, urban extension, management, industrial, and military education, and community services. Publications listed should be obtained from their original sources. (pt)

224. ED 016 928 HIGHER ADULT EDUCATION, 2. Current Information Sources. ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Feb 68 EDRS PRICE MF-$0.25 HC-$1.28 28p.

ABSTRACT: The annotated bibliography of recent (mostly 1966-67) clearinghouse acquisitions in higher adult education are loosely arranged by general references, community types, student services, and particular program areas. General references include articles on evening colleges, continuing professional, community, extension, and military education. Leadership, community development, college community cooperation, and community services are among areas dealt with in the second grouping of citations. A section on student services covers adult dropouts, counseling, and student personnel services. Some program areas reported on are public health, university extension, group discussions, music education, labor unions, and adult mental ability. (pt)

225. ED 016 926 REPORT ON RESEARCH PROJECT CONCERNING "FACULTY ATTITUDES TOWARD THE DIVISION OF CONTINUING EDUCATION AT THE UNIVERSITY OF OREGON." EUGENE. Paper presented at the National Seminar on Adult Education Research (Chicago, Feb 11-13, 1968). Dahle, Thomas L. Oregon Univ., Eugene 68 EDRS PRICE MF-$0.25 HC-$0.52 11p.

ABSTRACT: A study was undertaken at the University of Oregon to determine faculty attitudes toward the Division of Continuing Education and its activities, including such considerations as the quality of instruction in the Division's credit courses, the rigor of grading, and the quality of the student it serves. Faculty members were also queried as to their view of the relationship between the Division of Continuing Education and the primary function of a university, and data were obtained on age, sex, academic discipline, years of college teaching, academic rank, and major occupation (teacher, researcher, or administrator). Usable questionnaires were returned by 130 respondents. Favorable attitudes correlated significantly with sex (women), discipline (professional schools), age (older faculty), and rank (associate professors), but not with the other variables. There was a slight tendency, apparently arising from insufficient information, to question the quality of instruction in the Division of Continuing Education. A need for further research and improved public relations is seen. (ly)

226. AC 001 867 FIFTEENTH ANNIVERSARY REPORT (In Continuing Education for Adults, CSLEA, Nos. 110-112, Mar 21, 1967). Center for the Study of Liberal Education for Adults, Brookline, Mass. 21 Mar 67 20p.

ABSTRACT: The story of CSLEA's first 15 years is illustrated with reports of selected activities reflecting four areas of concern—concern for programs, for teaching, for status, and for leadership. Activities covered include approaches especially for adults (college seminars, discussion guides, degree programs), programs for special audiences (executives, journalists, teachers, labor, service clubs, alumni, vocational students, professionals), programs directed at social problems (Negro College Project, arts in society, women's education, urban change, world affairs), and efforts toward effective teaching and learning (principles of adult learning, faculty development, defining the evening college, consultation). Leadership programs reviewed include conferences, the visiting staff program, and work with associations. The CSLEA publications are listed. (aj)

SEE ALSO: Section XI C, Management and the professions; 112, attitudes of extension staff toward institutional change; 113, role expectations of adult teachers and their students; 43, participant data from residential centers; 45, faculty commitment to conference programs; 39, abstracts of literature on credit by exam; 42, residential program data; 55, 248, correspondence study; 132, characteristics of mature coed; 158, union attitudes toward university in labor education; 99, 81, management programs; 58, 61, 57, 63, use of mass media; 50, 51, 53, 127, 174, 187, 188, community related programs; 84, group discussion in labor education; 206, transfer of technology by training foreign students.

B. Junior, community colleges

227. ED 013 660 EFFECTIVE JUNIOR COLLEGE PROGRAMS OF COMMUNITY SERVICES—RATIONALE, GUIDELINES, PRACTICES. Harlacher, Ervin L. California Univ., Los Angeles UCLA-JCLP-OR-10 Sep 67 EDRS PRICE MF-$0.50 HC-$3.08 75p.

ABSTRACT: From a study of 99 junior colleges, the author describes four major program objectives of community services—(1) to make the college a center of community life through use of its facilities by community groups, (2) to provide educational services of the professional staff to assist in the solution of community problems, (3) to promote the cultural, intellectual, social, and recreational life of the community, and (4) to interpret the college and its program to the community and elicit its active support. Tables list details of the services that a basic community service program should include. The author points out that effective administration includes determining the nature and scope of the program, securing community and college support for it, organizing the complete operation, and maintaining constant supervision and evaluation. (hh)

228. ED 013 658 JUNIOR COLLEGE JOURNAL INDEX, 1930-1967. Lindsey, Sylvia * and others EDRS PRICE MF-$1.25 HC-$11.72 291p.

ABSTRACT: All articles in the Junior College Journal (October 1930-May 1967) are listed by subject, author and title.

229. ED 013 656 THE JUNIOR AND COMMUNITY COLLEGE—A BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS, 1964-1966. Roueche, John E. California Univ., Los Angeles American Assn. of Junior Colleges, Washington, D.C. 67 EDRS PRICE MF-$0.25 HC-NOT AVAILABLE FROM EDRS. 22p.

ABSTRACT: In addition to an alphabetical listing of 214 dissertations about the junior college, a subject index and an index of institutional sources are provided. This document is available in hard copy for $1.00 from American Association of Junior Colleges, 1315 Sixteenth St., NW, Washington, D.C. 20036. (wo)

230. AC 002 441 POST-SECONDARY EDUCATION NEEDS FOR MEDICINE HAT AND AREA. REPORT I—ADULT INTEREST IN JUNIOR COLLEGE EDUCATION, MEDICINE HAT. REPORT II—OCCUPATIONAL PLANS AND EDUCATIONAL ASPIRATIONS OF GRADE XI AND XII STUDENTS IN SOUTHEAST ALBERTA. Fisher, Grant L. Dec 67 153p.

ABSTRACT: Two surveys made by the advisory committee of Medicine Hat Junior College (MHJC), Medicine Hat, Alberta are summarized in this report—(1) adult interest in study at the College and (2) the educational plans of students in grades 11 and 12 in the College service area. In the first study, questionnaires were mailed to 1,669 individuals in Medicine Hat and Redcliff, Alberta and 377 (22.6 percent) were returned. The majority claimed some knowledge of adult education, with a small but significant group, mainly adults with the least education and lowest income, admitting ignorance. Attempts should be made to discover and use the most effective means of informing and motivating this population in further education. Adults were interested in a wide range of courses with homemaking, arts and crafts, and sports and leisure activities heading the list. The student body surveyed occupational and post-high school educational plans, reasons for wishing to attend or not attend MHJC, and differences in plans of students from various segments of the population. Of the students living in the immediate area, 27.4 percent plan to attend MHJC, and 47.8 percent other institutions. In outlying areas these percentages are 11.1 and 71. Many students claimed that MHJC did not offer the courses they wanted. (The document includes student and adult questionnaires and 38 tables.) (aj)

SEE ALSO: 135, demonstration programs for older adults; 36, liaison between day and evening faculty; 47, community services in New York community colleges; 136, programs for older adults in California.

C. Cooperative and rural extension

231. AC 002 456 ATTITUDES AND ROLE PERCEPTION OF IOWA 4-H PROJECT LEADERS (M.S. thesis). Johnson, Clarence Dean Iowa State Univ., Ames Sep 67.

ABSTRACT: Attitudes and perceived duties and responsibilities of 4-H project leaders toward the newly created Iowa 4-H project system were studied. Questionnaires supplied data on 352 4-H project leaders who had served for two or more years. Findings indicated that 4-H project leaders do not have an adequate understanding of their duties or responsibilities. It was concluded that successful communication and coordination between extension personnel and project leaders has not been successfully accomplished, even though over 80 percent had received orientation training. Favorable accomplishments are being achieved by the system and potential problems were rated low. (pt)

232. AC 002 457 ROLES, ATTITUDES, AND DESIRED CHARACTERISTICS OF 4-H ORGANIZATION LEADERS. (M.S. thesis). Hiemstra, Roger Iowa State Univ. of Science and Tech., Ames Aug 67.

ABSTRACT: The purpose of this study was to determine existing relationships between the success of 4-H organization leaders and certain characteristics, roles performed, and attitudes held toward leader roles and to apply the findings in suggesting leader selection criteria. Data were gathered from 282 organization leaders living in 30 Iowa counties. All leaders were evaluated by a 4-H agent maintaining primary 4-H responsibility in a county more than one year prior to the study. Agents rated women leaders significantly higher than men. The most successful leaders maintained a larger number of memberships and held more officer positions in organized groups. No significant difference was found between types on such characteristics as age, education level, and occupation tenure. It was concluded that women should be used as leaders for all clubs. Leaders usually considered it important that they perform many different leader roles. A greater effort should be made through training programs, assistance to leaders, and attitude change for a complete implementation of the organization-project leader system. This masters thesis is available from Iowa State University of Science and Technology, Ames. (author/pt)

233. AC 002 470 AN EVALUATION OF THE RELATIVE EFFECTIVENESS OF EXTENSION WORK UNDER TWO DIFFERENT SYSTEMS OF PERSONNEL ASSIGNMENT IN SELECTED INDIANA COUNTIES. (Ph.D. thesis). McIntyre, William J. Florida State Univ., Tallahassee Jun 68.

ABSTRACT: The primary purpose of this study was to determine the relative effectiveness of extension work as carried out under two different systems of personnel assignment—the individual county system and the multicounty system. The system of personnel assignment was the independent variable, agent job performance was the intervening variable, and program effectiveness was the dependent variable in this study. Program effectiveness was measured with a mailed questionnaire to a two percent random sample of clientele and a two percent selected sample of known cooperators in 18 counties in southern Indiana. Agent job performance data were collected by a self reporting work sampling report. The hypothesis of no significant difference between program effectiveness in multicounty systems as compared to individual county systems was not rejected for the random sample of clientele. However, the hypothesis was rejected for the selected sample of clientele in three of the four variables. The hypothesis of no significant difference between area agents' job performance in multicounty systems served by area agents as compared to county agents' job performance in individual county systems not served by area agents was partially rejected. This doctoral thesis will be available from University Microfilms, Ann Arbor, Michigan. (author/ly)

234. AC 002 426 ACCEPTANCE AND IMPLEMENTATION OF THE 4-H PROJECT LEADER SYSTEM BY THE IOWA COUNTY EXTENSION STAFF (M.S. thesis). Fink, Varlyn D. Iowa State Univ., Ames May 67.

ABSTRACT: The county extension field staff in Iowa were studied to determine the extent they (1) understood the purpose and operational procedure of the 4-H project leader system, (2) considered the project leader system of value to the total 4-H program, (3) would plan to implement the project leader system in the next two years, and (4) desired assistance with organizing and implementing the project leader system. The extension field staff indicated acceptance of the 4-H project leader system by placing a value of "some" to "much" concerning the operational procedure and understanding the purpose of the project leader system. They indicated a value approaching "much" when asked the importance of the project leader system to the total 4-H program. A difference according to the position of the field staff was indicated in the desire to implement the project leader system during the next two years. The extension staff did not indicate an extensive desire for assistance in organizing and implementing the project leader system. The highest value was placed on specialist assistance in subject matter training of project leaders. The field staff placed a value slightly higher than "some" on 4-H publications used with project leaders. (The study contains 33 tables and the questionnaire.) (author)

235. AC 002 468 A STUDY OF COUNTY SCHOOL SUPERINTENDENTS' PERCEPTION OF THE 4-H PROGRAM IN WEST VIRGINIA. (M.Ed. thesis). Shipe, Beverly Annette North Carolina Univ., Raleigh. State Univ. Mar 68.

ABSTRACT: To acquire a more adequate understanding of the perception that county school superintendents have of the 4-H program in West Virginia, questionnaires returned from 87 percent of the superintendents in each of 55 counties were studied. The superintendents were selected because they had official authority to grant or withhold the right to distribute literature, to use the physical facilities for meetings and other events, and to have the 4-H program as a complementary part of the comprehensive school curriculum. Findings were (1) that a substantial number perceived the 4-H program as being an organization for youth from rural areas only, and (2) in general they felt the Cooperative Extension Service should extend its efforts in youth education to groups not directly associated with the 4-H program. Appendixes include a copy of the questionnaire, related correspondence, and tables showing the superintendents' perceptions of the present and potential amounts of emphasis on the objectives of the 4-H program in West Virginia. This masters thesis is available from North Carolina State University, Raleigh. (author/rt)

236. AC 000 943 AN ANALYSIS OF VOLUNTARY LEADERS' PERCEPTION OF THE STRUCTURE AND FUNCTION OF THE COOPERATIVE EXTENSION SERVICE, MONTGOMERY COUNTY, ALABAMA (M. Ed. thesis). Jones, Robert F. North Carolina State Univ., Raleigh. Jan 67.

ABSTRACT: The purposes of this study were to acquire understanding of the perception that leaders have of the Cooperative Extension Service and to determine the extent to which personal and social factors are related to their perception. Interview questionnaires were used with 90 voluntary leaders, and Friedman rank order analysis of variance was used to test the statistical significance of relationship between leaders' perception and 9 selected personal and social factors. Leaders assigning lowest importance to objectives, to clientele groups, to general roles, or to program are described in terms of their ages, education, place of residence, leadership tenure, and the correctness of their perception of the organization for program development. An implication of the findings is that curriculums to restructure the frame of reference of young voluntary leaders with short leadership tenure are needed in rural extension. (sm)

237. AC 002 462 READINESS OF NEW YORK COOPERATIVE EXTENSION TO UNDERTAKE A FARM LABOR PROGRAM. Extension Study, Number 16. Alexander, Frank D. New York State Univ., Ithaca, Coll. of Agriculture at Cornell Univ. Nov 67 110p.

ABSTRACT: This study sought mainly to determine the present New York State Cooperative Extension input on farm labor education, especially for year round farm labor, and to anticipate extension input for the near future in this field. Questionnaires were returned from 54 of the 56 counties with agricultural divisions, all 13 Cooperative Extension specialists in agriculture, 15 departments of the College of Agriculture, the leader of consumer education, and the extension staff member of the Veterinary College. Major findings included the following—(1) 23 executive committees had discussed year round farm labor and 11 had approved extension work in that area—(2) potential farmer participation in farm labor meetings was estimated at a little over 1,300 for 1967-68—(3) county staff input, aside from training, was 399 man days in 1966-67 and would probably be 499.5 man days in 1967-68—(4) the number of county staffs interested in the labor relations of nursery, landscape, and garden center operators will probably rise from eight (1966-67) to 15 (1967-68)—(5) input by College of Agriculture personnel is expected to rise from 309 man days (1966-67) to 515 man days (1969-70). Therefore, attention should be given to college-county program planning involving selected county agents and actively concerned College of Agriculture personnel. (ly)

238. AC 002 143 EVALUATION STUDY OF FARM AND HOME MANAGEMENT PROGRAM IN NEW YORK STATE. A six-part report. Alexander, Frank D. New York State Univ., Ithaca. Coll. of Agriculture at Cornell Univ. New York State Univ., Ithaca. Coll. of Home Economics at Cornell Univ. 68-61 238p.

ABSTRACT: In 1954 Congress earmarked funds for a Farm and Home Management Program to offer intensive on-the-farm counseling in management and decision making. This six-part evaluation of the Program as it was conducted in New York State, primarily with dairy operators, was designed to determine the program's effectiveness relative to less intensive programs. Part 1 establishes the representativeness of 250 participants in the evaluation sample by comparing them to 150 nonparticipants on such matters as size of herd and farm receipts. Part 2 is the agricultural and home demonstration agents' description of the program as reported on questionnaires. Part 3 examines the program through the eyes of administrative staffs. A case study reveals the amount of exposure of 25 participating families to 58 different topics in the program, such as analysis of farm expenditure and agronomy. A study of a three-township area opens to question the hypothesis that the neighborhood automatically functions as an information diffusion channel. A cost-benefit study using the agents' time input as major costs and the farm operators' changes in labor incomes as benefits, indicates that the average labor income advantage of 87 participants in 1959 exceeded the cost of the program. (Tables provide statistical data.) (rt)

239. AC 002 466 A STUDY OF COOPERATIVE EXTENSION AGENTS' PERCEPTION OF EXTENSION'S ROLE IN PROVIDING EDUCATIONAL EXPERIENCES FOR RURAL NON-COLLEGE-BOUND YOUTH AND YOUNG ADULTS, AGES 16-24, IN NORTHERN DISTRICT, NEW YORK STATE. (M.Ed. thesis). Lounsbury, Albert R. North Carolina State Univ., Raleigh Jul 67.

ABSTRACT: Eighty-one Cooperative Extension agents in Northern District, New York state, rated the developmental tasks they felt most significant in providing educational experiences for rural non-college-bound youth and young adults. A mail questionnaire was used to collect the data from all three divisions of Cooperative Extension—Agriculture, Home Economics, and 4-H. Significance of the tasks in both present and future programs was studied. Tasks of adolescence receiving highest priority were selecting and preparing for an occupation, preparing for marriage and family life, and developing intellectual skills and concepts needed for civic competence. "Desiring and achieving socially responsible behavior" and "achieving assurance of economic independence" were also rated high. The tasks of early adulthood receiving highest priority were managing a home and getting started in an occupation. "Taking on civic responsibility" was also rated high. The findings of this study may be used as a basis for planning and strengthening extension programs for older youth and young adults. (The document includes 47 tables, 29 references, and the questionnaire.) This masters thesis is available from North Carolina State University, Raleigh. (author/ly)

240. AC 002 465 A STUDY OF THE ROLE OF UNIT SCHOOL FOOD SERVICE SUPERVISOR PERCEIVED BY SELECTED NORTH CAROLINA SUPERINTENDENTS AND SCHOOL FOOD SERVICE PERSONNEL. (M.Ed. thesis). Preas, Nancy B. North Carolina State Univ., Raleigh Jun 68.

ABSTRACT: The purpose of this study was to delineate behavioral tasks which should ideally constitute the role of the local school food service supervisor and the relationship of certain variables to the perception of this role. A role model of 43 behavioral tasks was developed and incorporated in a survey form. This was used to collect data from local superintendents of schools and school food service supervisors and managers. The replies of 302 respondents were used. There were distinct differences among individual respondents, as well as among positional groups, in their expectations concerning the degree of emphasis which the supervisors should place on each task. However, the majority of the respondents assigned a medium or high degree of emphasis to all but one of the 43 tasks in the model. Tenure in present position, past positions held, membership in professional organizations, unit supervision, and length of association with unit supervision, appear to be significantly associated with respondents' expectations of the relative emphasis assigned to one or more of the tasks. The document includes 13 tables and 12 references. This masters thesis is available from North Carolina State University, Raleigh. (author/ly)

241. AC 001 373 FACTORS AFFECTING THE ALLOCATION OF COUNTY RESOURCES TO AREA SPECIALIST POSITIONS IN KANSAS. Ross, Eugene Kansas State Univ., Manhattan. Extension Service Feb 67.

ABSTRACT: A study was made in Kansas of attitudes toward increasing the number of area specialists in agricultural education. A 17-item scale was used to measure attitudes expressed during personal interviews with 29 county commissioners, 34 county extension board members, and 50 farm leaders. Findings indicated a favorable but not strong recommendation for additional positions. Favorable attitudes appeared only little related to size of farm, previous year's gross farm income, number of men employed full time, or major source of farm income. An inverse relationship appeared between age and respondents' favorable attitude. Commissioners' attitudes were less favorable than those of farm leaders and Board members. (Specific recommendations are made for the administration and implementation of the area specialist systems.) This document is available from the Extension Service, Kansas State University, Manhattan. 16 pages. (rt)

242. AC 002 087 SADDLE HORSE AND OTHER LIVESTOCK ADVISORS' PERCEPTIONS OF 4-H CLUB WORK IN OHIO (Abstract of a M.S. thesis). Groves, Robert H. Ohio State Univ., Columbus Dec 67 29p.

ABSTRACT: Perceptions and understandings of 4-H objectives and programs of 4-H saddle horse advisors were compared with those of other livestock advisors in Northeastern and Southwestern Districts of

Ohio. Data were collected by questionnaires from 90 saddle horse and 133 other livestock advisors. State 4-H staff and supervisors provided correct answers. The two groups of advisors differed in such personal characteristics as tenure of advisor, sex, former 4-H experience, and occupational status. No difference existed in formal education, size of club, or level of annual income of club families. There was high agreement among the advisors on the importance of the ten national 4-H objectives, and in their attitudes regarding club philosophy and member growth. Disagreement existed on attitudes regarding leadership development, club organization, planning, activities, and project work. Both groups disagreed with state and staff supervisors on such program aspects as importance of the county fair and member exhibition. It was felt that saddle horse projects received less assistance from state and county extension staffs, but both groups indicated they received adequate assistance, and were satisfied with their positions as 4-H advisors. Recommendations are given for training of saddle horse and other livestock advisors. The appendix includes data tables. (pt)

SEE ALSO: 37, 112, 114, 115, 116, 117, 118, studies of extension staff; 128, 161, 195, home economics and family service programs; 2, 64, 179, adoption studies; 2, 4, 50, extension in foreign countries; 3, Chinese graduate students as possible development workers; 139, programs for farm supply dealers; 29, relation of educational attainment to participation; 30, survey of Pemberton Valley, British Columbia; 78, effect of farm labor study groups; 54, community leaders' perception of extension role; 159, needs of disadvantaged Boston families.

D. Public schools

243. AC 001 386 A SURVEY OF FEDERAL LEGISLATIVE INFLUENCE ON PUBLIC SCHOOL DISTRICT ADULT EDUCATION IN MICHIGAN. (An abstract of a Ph.D. thesis). Draper, William B. Michigan State Univ., East Lansing. Aug 67 4p.

ABSTRACT: The purpose of the study was to relate specific changes occurring in Michigan adult education programs to federal education legislation. A questionnaire on—(1) general information concerning administrative aspects of program development, (2) fiscal and enrollment data in regard to federal legislative enactments, and (3) responses of administrators concerning influence of those enactments on specific aspects of their program, was submitted to administrators of 185 Michigan public school district adult education programs. The resulting data were organized according to three population stratifications—(1) federally and non-federally funded districts, (2) legal classifications of school districts, and (3) geographic areas of three general population densities. It was found that federal legislation caused increases in expenditure of local taxes, number of administrators employed, employment of especially trained adult educators, and total number of adult education courses. Although the need is great, federal adult education legislation has not approached the potential of which it is capable in Michigan. State aid was considered more important to program promotion than federal aid in federally funded districts. Recommendations for adult education programs and researchers are cited in relation to the findings of this study. (pt)

SEE ALSO: 235, superintendents' perception of 4-H program in West Virginia; 181, views of vocational teachers and administrators in Oklahoma; 7, survey in Toronto; 136, programs for older adults in California.

E. Business and industry

244. ED 015 353 A STUDY OF EDUCATIONAL ACTIVITIES WITHIN BUSINESS AND INDUSTRY IN RICHMOND, CALIFORNIA. McClure, John A. California Univ., Berkeley. School of Education. BR-5-1364 U.S. Office of Education. Bureau of Research Sep 67 OEG-4-6-00516-0969 EDRS PRICE MF-$0.50 HC-$4.04 101p.

ABSTRACT: Training provided by employers in a representative industrial community was studied to help educators and employers plan for adequate preparation of youth for employment. Structured interviews were conducted with 210 employers of 10 or more persons. Questionnaires were sent to employers of fewer than 10 persons. As a result, data were gathered on about 95 percent of the employment in the area. Only 16 percent of the employers planned on-the-job training, but nearly 40 percent had some orientation training and one fourth provided safety training. One fourth provided away-from-the-job-training, averaging 8 hours per employee per year, mostly on company premises. Eighty five percent of respondents had some criticism of job applicants' school preparation. Since modern equipment necessitates extensive away-from-the-job-training, more cooperation between schools and employers is necessary. It was concluded that (1) although on-the-job-training could be very effective, provision for apprenticeships and on-the-job-training was too limited, (2) training within an organization was dependent on the presence of individuals there who believed in the value of planned training, and (3) employers expected educators to take the lead in developing better communication and more cooperation. (Document includes 37 charts.) (rt)

245. AC 001 682 EDUCATIONAL ASSISTANCE PROGRAMS, A SURVEY OF COMPANY PRACTICES (In Training and Development Journal, 21(12)/42-46, Dec 67). Black, Frederick H. 67 4p. tables.

ABSTRACT: In an effort to assess company practices in educational assistance, over 200 member companies of the American Society for Training and Development (ASTD), were surveyed as to formal policy statements and pertinent administrative instructions, program administrators, categories of eligible employees, reimbursement policies, and miscellaneous administrative matters. The vast majority had a formal policy statement and pertinent regulations. Most extended eligibility to all full time employees, although about half attached conditions of financial need or length of service. The majority place administrative responsibility on the training director, and required formal applications from potential trainees, approval by the department head and the immediate supervisor, and restriction of support to job related schooling only. Recognized, accredited colleges were preferred, but a large majority of the companies also permitted support for courses at technical institutions or for specialized outside courses. Over 90 percent reimbursed tuition fees, and most respondents based rates of reimbursement on grades earned. (Four tables are included.) (This document appeared in 'Training and Development Journal', Volume 21, Number 12, December 1967.) (ly)

246. AC 001 276 RETRAINING BY PRIVATE INDUSTRY (In Retraining the Work Force, An Analysis of Current Experience, by Ida R. Hoos. Berkeley, University of California Press, 1967/73-101). Hoos, Ida R. 67 29p.

ABSTRACT: Several San Francisco Bay area companies were examined for specific programs for displaced employees. Armour and Company sought to guide displaced employees to classes or courses of action outside its own sphere of operation. Lockheed has provided unusually well for upgrading and retraining, mainly because of industry fluctuations and rapid technological change. American Can Company offered journeymen a combination of on-the-job training and junior college courses. The Western Die Casting Company focused on improved quality control. By means of a tracer lathe operators' program, Kaiser Aerospace Corporation partly succeeded in reducing turnover. Findings show that (1) industry develops few training programs except during labor shortages, (2) displacees may not be needed, or else low skills make salvage impossible, (3) programs often fail to meet anticipated skill changes because of poor communication within the organization, and (4) values of training emerge despite labor conditions. (Document is Chapter 3 of Retraining the Work Force, by Ida R. Hoos. Available, for $6.00, from University of California Press, Berkeley, 94720). (ly)

SEE ALSO: Section XII C, Industrial, military training; 41, survey on evaluation of training programs; 31, relation of participation and attitudes toward continuing education; 137, training older workers in Europe; 120, qualifications and educational needs of training directors; 98, programmed instruction in orienting new employees; 92, evaluation of listening training course; 62, visual aids in parts inspector training; 35, workshops for A.T. & T. trainers; 81, evaluation of development program for life insurance managers.

F. Unions

SEE: 84, effects of participation training on closed-mindedness; 158, union attitudes toward university participation in labor education; 147, survey of speech communication programs.

G. Military

247. AC 001 984 RESEARCH AND DEVELOPMENT IN TRAINING MOTIVATION AND LEADERSHIP, WORK PROGRAM FOR FISCAL YEAR 1968. George Washington Univ., Washington, D.C. HumRRO DA-44-188-ARO-2 AD-660-791 30 Jun 67.

ABSTRACT: The fiscal year 1968 work program for the Human Resources Research Office (HumRRO) of George Washington University will provide for basic and applied research, continuation of a technical advisory service for helping to solve problems related to the HumRRO missions, and the careful exploration of areas likely to contain significant problems amenable to research. The objective is to develop means and procedures for efficient acquisition and retention and maximum utilization of required military knowledge and skills. Six work areas comprising about 40 work units or types of Army activity will be dealt with—individual training and performance (47 percent of the total work effort), unit training and performance (six percent), training for leadership, command, and control (12 percent), language and area training (12 percent), training technology (20 percent), and training management (three percent). Basic research on selected problems in the psychological and social sciences will comprise five percent of the total effort. (The document includes six indexes.) This document, AD-660-791, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151. Microfiche $0.65. Hard copy $3.00. 133 pages. (ly)

SEE ALSO: Section XII, C, Industrial, militraining; Section VII, F, Programmed instruction; 34, 87, 88, 89, 93, 95, 167, studies of programmed instruction; 18, 20, feasibility of training for Mental Group IV; 79, 80, 155, 214, 215, leadership training at various levels; 110, evaluating trainer aircraft; 100, simulation in cross-cultural training; 213, review of research on man-computer interactions; 200, 253, HumRRO bibliographies; 198, review of research in leadership training and training technology; 11, predicting performance in electronic training; 107, effect of reducing time in electronics training; 106, economics of computer-aided instruction; 105, team training; 5, role of armed forces in education in Iran, Israel, Peru and Turkey.

H. Religious agencies

248. AC 002 463 THE AMERICAN INSTITUZE OF SACRED LITERATURE, A HISTORICAL ANALYSIS OF AN ADULT EDUCATION INSTITUTION (Ph.D. thesis). Beck, Kenneth N. Chicago Univ., Ill. May 68.

ABSTRACT: A history of the American Institute of Sacred Literature, from its beginning in 1880 as a correspondence school of Hebrew under William Rainey Harper until its dissolution at the University of Chicago Divinity School in 1948, was gathered by interview and search of primary source materials. The Institute's affiliation with other agencies through finance, personnel, clientele, program, and facilities was examined. Changes within its administration which may have stifled or encouraged growth were traced. Five phases—establishment and innovation, reorganization and adaptation, university inclusion and stability, inflexibility and decline, and retrenchment and dissolution—were revealed. Findings implied the need for continual innovation and reorganization in adult education institutions even when under stress, constant experimentation with methods and programs for adults, active advisory committees, internal training of administrators, discovery of current student needs, coordination and cooperation with other adult education agencies, and further research in religious adult education. Information on the careers of W. R. Harper and the early history of the University of Chicago are incidentally provided. (author/rt)

249. AC 001 670 HISTORY OF ADULT JEWISH EDUCATION IN FOUR NATIONAL JEWISH ORGANIZATIONS (Ed.D. thesis). Cohen, Samuel I. Yeshiva Univ., New York. Ferkauf Graduate School. Jun 67 410p.

ABSTRACT: Since the end of World War II, national Jewish membership organizations have been giving increasing attention to adult Jewish education. The development of adult education programs in four general cultural-service organizations—B'nai B'rith, The National Council of Jewish Women, The American Jewish Committee, and The American Jewish Congress—is reconstructed and analyzed in this study. The historical traditions of adult study in Jewish life beginning with Biblical precepts and practices, and the origins and development of general adult education in the United States are discussed. A review of the literature in adult Jewish education, in the history and sociology of American Jewry, in Jewish educational foundations, and in general adult education is included. Historical, sociological, and economic factors have influenced the increased participation in adult Jewish education. (Appendixes are official documents of the organizations studied and a bibliography.) (This document is available from University Microfilms, Ann Arbor, Mich., Order No. 67-14567.) (aj)

250. AC 002 453 A STUDY OF THE ADULT LABORATORY SCHOOL OF THE AMERICAN BAPTIST CONVENTION (Ed.D. thesis). Wright, Lela Susan Indiana Univ., Bloomington Jun 68.

ABSTRACT: A study traced the development of the Adult Laboratory School and appraised its influence on the thinking and activities of its participants through study of printed materials and letters, interviews with members of the School staff, and four questionnaires completed by 226 participants. Analysis of the data led to the following major conclusions—(1) The Adult Laboratory School was a logical result of the emerging ideas in adult Christian education, sociology, group dynamics, and human relations in the 1940's and 1950's, (2) The Laboratory School has been deeply affected by the educational philosophy of its two directors, who have represented divergent approaches to the training and development of leadership in Christian education, (3) The most effective working unit of the School has been the small group, (4) The participants have been influenced very little to become involved in community organizations and activities, and (5) The School holds a position of influence in the attitudes, beliefs, and activities for an increasing number of persons in the American Baptist Convention and in ecumenical Christianity as its program is expanded. (Document includes 17 tables, 14 figures, and references.) 273 pages. (author/aj)

SEE ALSO: 52, animation sociale among Quebec clergy; 134, educational needs of older adults in Presbyterian churches; 44, comparative study of residential and nonresidential programs.

I. Correctional institutions

SEE: 90, programmed instruction for inmates; 173, reading and computation levels of inmates in North Carolina; 192, vocational training for youthful offenders.

XIV. GENERAL BIBLIOGRAPHIES

251. ED 012 877 RESEARCH AND INVESTIGATIONS IN ADULT EDUCATION. ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Sum 67 EDRS PRICE MF-$0.50 HC-$2.76 66p.

ABSTRACT: The 177 reports comprising this research review deal with such areas and topics as learning-related abilities, interests, and motives, program planning and administration, learning formats and environments, instructional methods and techniques, adult basic education, vocational education, management and the professions, institutional sponsors (chiefly in extension education), and research methodology. As stipulated by the Educational Resources Information Center (ERIC) of the U.S. Office of Education, each report includes the title, author, standard bibliographic citation, and a signed abstract summarizing purpose, methods, and findings in about 200 words. Except for reports from standard journals and other published sources, most items listed can be purchased in microfilm, microfiche, or hard copy reproduction either from University Microfilms, Inc., or from the ERIC Document Reproduction Center (EDRS). (This document was also published in Adult education, Volume 17, Number 4, Summer 1967. Adult education is issued quarterly by the Adult Education Association of the U.S.A., 1225 Nineteenth St., NW., Washington, D.C. 20036). (eb)

252. ED 012 413 RESEARCH STUDIES WITH IMPLICATIONS FOR ADULT EDUCATION, MOUNTAIN-PLAINS REGION, 1945-1966. Burrichter, Arthur. * Jensen, Glenn. Wyoming Univ. Dept. of Adult Educ. and Instructional Services. Mar 67 EDRS PRICE MF-$0.50 HC-$3.36 84p.

ABSTRACT: This compilation of abstracts of adult education research studies conducted in New Mexico, Arizona, Nevada, Utah, Idaho, Wyoming, and Colorado covers college and university adult education, public school adult programs (mainly secondary and adult basic education), vocational and technical training (including industrial inservice training), adult learning and creativity and appropriate testing, migrant adult education, civil defense education, educational methods and media, program administration, socioeconomic influences, the need for research personnel, and the needs, interests, and other characteristics of various clientele groups (rural dwellers, veterans, the aged, welfare recipients, etc.). Criteria for judging the significance and suitability of these studies included (1) studies completed since 1945, (2) specific studies carried on in each state and distinctly pertaining to that state, and (3) studies done in a given state, involving people of projects outside the state where the findings would apply to the entire field of adult education. Each abstract contains the purposes and methods used and a summary of the findings. (ly)

253. AC 002 106 HUMAN RESOURCES RESEARCH OFFICE BIBLIOGRAPHY OF PUBLICATIONS, AS OF 30 JUNE 1967. George Washington Univ., Alexandria, Va. HumRRO DA-44-ARO-2 Proj-2J024701A712-01 AD-662-067 Sep 67.

ABSTRACT: The bibliography, which supersedes earlier HumRRO bibliographies, is divided into three sections. Part I is a separate listing of FY 1967 publications, arranged chronologically under code name, or type of research other than Work Unit, or under a general section. Papers from previous years that were published in FY 1967 as Professional Papers are listed here also. Part II is a similarly arranged listing of all material that has been published by HumRRO under the Department of the Army contract, including the 1967 titles. Part III is a collection of research by-products, such as specific training programs or technical manuals. These are briefly described under research code names or general categories, with citation of publications in which they appear or to which they are related. In Appendix A all Technical Reports as well as reports published in earlier reporting categories, and the papers that have been published in the Professional Paper series are listed. In Appendix B all Work Units that have resulted in published items are arranged by HumRRO research division. An author index and an extensive key-work-in-context (KWIC) index are provided. (This document, AD-662-067, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 21151. Microfiche $0.65. Hard copy $3.00. 249 pages.) (author/aj)

AUTHOR INDEX

(References are to item numbers)

Abbatiello, Aurelius A. 146
Adams, Albert 125
Adams, Jack A. 9
Adkins, Gale R. 119
Adult Education Council of Greater Chicago 168
Aerospace Medical Research Lab., Wright-Patterson AFB, Ohio 109
Alexander, Frank D. 78, 195, 237, 238
American Association of Junior Colleges, Washington 229
Annett, J. 33
Apel, John D. 112
Arzigian, Simon 212
Asquith, Ronald H. 82
Averill, Thomas B. 28
Baldwin, Robert O. 107
Bayley, Nancy 25
Beal, George M. 219
Beck, Kenneth N. 248
Beggs, James Judson 131
Belbin, Meredith 137
Bell, Gordon 140
Belmont, John M. 8
Berman, Mark L. 94
Black, Frederick 245
Baline, Harry R. 158
Blanchard, B. Everard 154
Bland, David Horton 173
Brictson, R. C. 218
Briggs, George E. 105
Bumstead, Richard A. 35
Bunker, Douglas R. 75
Burke, W. Warner 76
Burrichter, Arthur 252
Canada Dept. of Labour 133
Canada Dominion Bureau of Statistics 6
Canadian Association for Adult Education 122

Canadian Broadcasting Corporation 66
Cantor, Marjorie H. 127
Carter, Bernard W. 179
Carter, Cecil E. 37
Catalanello, Ralph F. 41
Center for the Study of Liberal Education for Adults 226
Chaney, Fred B. 62
Chorafas, Dimitris N. 148
Chown, Sheila 97
Clements, Carl B. 90
Cohen, A. 7
Cohen, Samuel I. 249
Craig, Robert L. 201
Crawford, Harold E. 92
Crawford, Meredith P. 198
Cunningham, D. J. 32
Dahle, Thomas L. 225
Davison, M. C. 91
DeGabriele, Eugene H. 136
Dekker, Tunis H. 45
Devlin, Laurence E. 42, 43
Dickinson, Gary 30
Dollins, Curtis N. 104
Doty, Barbara A. 132
Draper Correctional Center 191, 192
Draper, William B. 243
Dubin, Samuel S. 150, 152
Duncan, James A. 50
Durham, Lewis E. 68
Edgerton, Harold A. 185
Ellwood, Caroline 220
ERIC Clearinghouse on Adult Education 69, 86, 121, 138, 157, 166, 221, 223, 224, 251
ERIC Clearinghouse on Reading 216, 217
Everly, Jack C. 61
Ferguson, Wilburn C. 207
Festine, Armond Joseph 47
Fiedler, Fred E. 74
Fink, Varlyn D. 234

Fisher, Grant L. 230
Flaugher, Ronald L. 39
Folley, John D. 87
Foreman, Wayne J. 144
Fougeyrollas, Pierre 65
Frank, Harry Elmer, Jr. 181
Franklin, Richard 77
Friedman, Leonard M. 129
Gates, David F. 5
George, James Dalton 115
George Washington Univ., HumRRO 20, 73, 79, 80, 100, 106, 167, 197, 200, 209, 213, 215, 247, 253
Glynn, D. R. 38
Golembiewski, Robert T. 101
Gollin, Albert E. 206
Gossage, Loyce C. 120
Goyen, Loren F. 118
Great Britain Ministry of Labour 196, 199, 203
Green, Russel F. 14
Greenleigh Associates, Inc. 163, 193
Groves, Robert H. 242
Hampton, John D. 89
Hand, S. E. 27
Harding, Larry G. 18
Harlacher, Ervin L. 227
Harrison, Roger 67
Hashim, Mohammad 4
Heding, Howard W. 170
Herbert, Norman 211
Herman W. Land Associates 56
Hiemstra, Roger 232
Hitchin, David E. 151
Hood, Paul D. 73, 80, 215
Hooprich, Eugene A. 24
Hoos, Ida R. 182, 205, 246
Horwitz, Milton J. 156
House, Robert J. 71
Hughes, Robert G. 54
Hunt, J. G. 83
Hunter, Starley M. 159

Hyman, Herbert H. 46
Imbler, Irene 84
Ingham, Roy J. 123
Johnson, Clarence Dean 231
Johnson, Elouise L. 111
Johnson, Kirk A. 93, 95
Johnson, Ronald W. 190
Jones, Robert F. 236
Jorgenson, Roy 189
Kauffman, Earl 135
Kerr, John R. 143
Knapp, Mark L. 147
Knoepfil, Heather E. 222
Knox, Alan B. 165
Kopstein, Felix F. 106
Kruempel, Beverly Jeanne 128
Kusewitt, J. P. 110
Laffey, James L. 217
Lange, Carl J. 79
Lennard, Henry L. 113
Lindsey, Sylvia 228
Lippitt, Gordon L. 214
Long, Huey B. 153
Lounsbury, Albert R. 239
Lupton, Daniel E. 40
Lyon, Rhee 130
Manser, Ellen P. 116
Marquardt, William F. 169
Martin, Alec 203
McClelland, William A. 209, 213
McClure, John A. 244
McCrystal, Thomas J. 23
McIntyre, William J. 233
McKee, Charles A. 149
McLarney, Donald F. 36
Menlo, Allen 70
Meyer, Donald E. 109
Miller, H. Max 58
Miller, Standford Keith 117

Mills, Beatrice M. 134
Minnesota Feasibility Study of Inter-Institutional Television 57
Moissides, George L. 1
Montminy, J. P. 52
Moore, Larry F. 99
Morato, Luis A. M. 2
Moss, Gwenna 29
Musgrave, P. W. 194
National Association of Educational Broadcasters, Washington 56, 57
Nayar, E. S. K. 96
NEA, Washington National Training Laboratories 77
Neidt, Charles O. 98
Norris, Virginia 161
Nunn, Geoffrey 142
Odiorne, G. S. 141
Ohio State University 176, 177
Parnes, Sidney J. 16, 17
Pinnock, Theo. James 174
Postell, Anne Johnson 162
Preas, Nancy B. 240
Rees, Matilda B. 60
Rich, Vernon E. 188
Rickus, George M. 208
Rocklyn, Eugene H. 167
Ross, Authur M. 160
Ross, Eugene 241
Roueche, John E. 229
Rubin, Irwin M. 63, 72
Schwarz, Fred C. 81
Seaman, Don Ferris 31
Seeman, Melvin 26
Senner, Edward L. 3
Shaw, Dale J. 19
Shelburne, James C. 155
Shields, James J. 49
Shipe, Beverly Annette 235
Siegel, Authur I. 210
Siegel, Gilbert B. 51
Silverman, Leslie J. 187

Sjogren, Douglas D. 21
Smith, Edwin H. 172
Smith, Robert G., Jr. 197
Smith, Ronald G. 13
Somers, Gerald G. 184
Sommerfield, Donald 183
Spracklen, Marvin S. 53
Sprague, Norman 102
Steele, Fred I. 85
Steeves, Roy W. 171
Stewart, Edward C. 100
Stevenson, John Lovett 44
Summers, Edward G. 216
Sumner, Mark R. 108
Taub, Harvey A. 15
Taylor, John E. 20
Tough, Allen M. 103, 126
Troyer, William G., Jr. 12
Turner, Thomas B. 10
UNESCO 59, 65
U. S. Army Behavioral Science Research Lab. 198
U. S. Dept. of Health, Education and Welfare 180
U. S. Dept. of Labor 175, 178, 186
U. S. Naval Aerospace Medical Institute 208
U. S. Naval Personnel Program Support Activity 212
U. S. Naval Personnel Research Activity 18, 24, 93, 95, 107
U. S. Naval Training Device Center 105
U. S. Office of Education 23, 102, 112, 156, 164, 170, 172, 244
Veri, Clive C. 124
Verner, Coolie 64
Wallis, D. 88
Wardrop, James L. 11
Warren, Richard D. 139
Whitlock, Gerald H. 202
Wientge, King M. 34
Willingham, John R. 55
Woeste, John T. 114
Wright, Benjamin D. 22
Wright, Lela Susan 250
Zahn, Jane C. 48